



**Ministry of Higher Education and Scientific Research**

**Scientific Supervision and Scientific Evaluation Apparatus**

**Directorate of Quality Assurance and Academic Accreditation Department  
Accreditation Section**

**Academic Program Description Forum  
University of Al-Ameed  
College of Basic Education for Women  
2025-2025  
B.A in Kindergarten**

The file is checked by:

The Scientific Committee at Al-Ameed University - College of Basic  
Education for Women

**First: Program Information**

**University Name: Al-Ameed**

**College: College of Basic Education for Women**

**Scientific Department: Kindergarten Department**

**Academic or Professional Programme Name: B.A of Education in  
Kindergarten- Undergraduate**

**Final Certificate Name: B.A of Education in Kindergarten**

**Academic System: Courses System**

**Description Preparation Date:20/04/2026**

**File Completion Date: 20/04/2026**

**Signature**

**Dean in Charge**

**Prof. Dr. Ahmed Sabeeh Muhsin Al-Kaabi**

**Signature**

**President Assistant for Scientific Affairs**

**Asst. Prof. Dr. Lamiaa Abdul Kareem Issa,**

**This file has been checked by:**

**Quality Assurance and Performance University division**

**Director of the quality Assurance and university performance department**

**Duaa Haitham Abid Zaid**

**Approved by the University President**

**Prof. Dr. Jawdat Nori Al- Jashami**

### **1. Program Vision**

**An effective academic program scientifically, professionally, and educationally in the field of education**

### **2. Program Mission**

**Providing female students with the knowledge, skills, and competencies necessary to develop the teaching profession and provide optimal community service**

### **3. Program Objectives**

1. Deepening faith in God and in spiritual and moral values

2. Enhancing education on citizenship and belonging to the homeland and preserving its institutions

3. Equipping students with relevant experiences, skills, and knowledge related

4. Developing the performance and creative abilities of female students

5. Providing female students with advanced academic knowledge to empower them in their field of specialization for research and teaching

6. Community development through contributing to training programs and field practices within the framework of partnerships with local community institutions and regional and global organizations, and organizing scientific seminars and courses to develop kindergarten teachers

### **4. Program Accreditation**

**.The program has not received accreditation due to not graduating a cohort**

### **5. External Influences**

The program is influenced by a number of factors, including the rapid development occurring in cognitive aspects due to tremendous advancements and societal needs. The program is also affected by the directives of the Ministry of Higher Education and Scientific Research, the Holy Abbasid Threshold, and Al-Ameed University

<b>6. Program Structure</b>				
<b>Program Structure</b>	<b>Number of Courses</b>	<b>Credit hours</b>	<b>Percentage</b>	<b>Reviews*</b>
<b>Institution Requirements</b>	<b>21</b>	<b>42</b>		-----
<b>Department Requirements</b>	<b>48</b>	<b>125</b>	<b>75%</b>	-----
<b>Summer Training</b>	<b>12</b>		<b>26.08%</b>	-----

## 7. Program Description

<b>Year / Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours: Theory</b>	<b>Credit Hours: Practical</b>	<b>Number of Units</b>
<b>First Stage (2025 – 2026)</b>	1	Democracy and Human Rights	2		2
	2	Computer	1	2	2
	3	Developmental Psychology	3		3
	4	Physical Education for Kindergarten Children	2	2	3
	5	Legislations and Childhood Organizations	2		2
	6	Introduction to Kindergarten	3		3
	7	Arabic Language	2		2
	8	English Language	2		2
	9	Foundations of Education and Teaching	3		3

<b>Year / Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours: Theory</b>	<b>Credit Hours: Practical</b>	<b>Number of Units</b>
	10	Islamic Education / Civilization	2		2
	11	Foundations of Education and Teaching	2	2	2
	12	Foundations of Art Education for Kindergarten Stage	3		3
	13	Socialization	3		3
	14	Health and Nutrition	2		2
<b>Second Stage (2025 - 2026)</b>	1	Arabic Language	2		2
	2	English Language	2		2
	3	Crimes of the Baath Regime in Iraq	2		2
	4	Curricula and Textbooks	1	2	2
	5	Arabic Linguistics (Phonetics)	1	2	2
	6	Children's Literature and Stories	2		2
	7	Physiological Psychology	3		3
	8	Psychology of Child Learning	2		2
	9	Computer	1	2	2
	10	Psychology of Teaching Classroom Thinking	2	2	2
	11	Educational Psychology	2		2
	12	Language Development of the Child	2		3
	13	Psychology of Education for the Child	2		2
	14	Cognitive Development	2		2
	15	Social Psychology	2		2
	16	Psychology of Children with Special Needs	3		3

<b>Year / Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours: Theory</b>	<b>Credit Hours: Practical</b>	<b>Number of Units</b>
<b>Third Stage (2025 – 2026)</b>	1	General Teaching Methods and their Applications	2	2	2
	2	Counseling and Education for Special Needs	2		2
	3	Measurement and Evaluation	2		2
	4	Educational Leadership and Management	2		2
	5	Children's Theater	2	2	2
	6	Psychology of Play in Childhood	2		2
	7	Planning and Program Implementation Methods	2	2	2
	8	Teaching Thinking	3		3
	9	Learning Disabilities in Children	2		2
	10	Sustainable Development	2		2
	11	Education Technology and its Applications	2	2	2
	12	Action Research Methodology	1	2	2
	13	Preparing the Child for Reading and Writing	3		3
	14	Psychology of Creativity	3		3
	15	Scientific Concepts and Mathematics	2	2	2
	16	Behavior Modification	2	2	2
<b>Fourth Stage (2025 – 2026)</b>	1	Principles of Islamic Sharia	2		2
	2	Specialized Teaching Methods	2	2	2
	3	Civilization of Iraq	2		2
	4	Professional Ethics	2		2

<b>Year / Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours: Theory</b>	<b>Credit Hours: Practical</b>	<b>Number of Units</b>
	5	Practical Education 1 (Observation)	1	4	3
	6	Evaluation of the Kindergarten Child	2	2	2
	7	Music Education and Composition	2	2	2
	8	Graduation Research Project		2	1
	9	Practical Education 2 (Application)		2	12

### 8. Expected Learning Outcomes

#### Cognitive Domain

Learning Outcome	Objective
<b>Demonstrating the highest level of understanding and awareness of the scientific and professional aspects (teaching competencies) related to practicing the teaching profession.</b>	<b>Providing students with scientific knowledge to offer educational care and contribute to the development of the teaching profession.</b>
<b>Appreciating the importance of learning, teaching, and self-development and their impact on both the educational process and its recipients.</b>	

#### Skill Domain

Learning Outcome	Objective
<b>Identifying actual and potential needs related to learning difficulties and developing the necessary educational plans for them .1</b>	
<b>Utilizing observation skills and critical thinking regarding various learning disorders .2</b>	

#### الجانب القيمي

Learning Outcome	Objective
<b>Adhering to professional, ethical, and legal standards of conduct when practicing the teaching profession .1</b>	<b>Enhancing the student's ability to demonstrate the highest level of communication and effective participation</b>
<b>Communicating effectively with faculty members using communication skills and information technology .2</b>	

### .9 Teaching and Learning Strategies

- Lecture method
- Discussion method
- Problem-solving method
- Interrogation (Questioning) method
- Role-playing method
- Induction method (from part to whole)
- Insight method

### 10. Evaluation Methods

- Daily exams
- Practical tests
- Mid-term exams
- Final-term exams
- Daily reports
- Mathematical applications

### Faculty Members .11

Preparation of Faculty Members		Specific Requirements and Qualifications	Specialization		Academic Rank
Minutes	Owner		Specific	General	
<b>0</b>	<b>1</b>	<b>Higher Certificate and Teaching License</b>	<b>0</b>	<b>1</b>	<b>Professor</b>
<b>1</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>Assistant Professor</b>
<b>2</b>	<b>1</b>		<b>0</b>	<b>1</b>	<b>Teacher</b>
<b>3</b>	<b>3</b>		<b>0</b>	<b>3</b>	<b>Assistant Teacher</b>

### **Professional Development .12**

#### **Guiding New Faculty Members**

The certificate and academic title are essential requirements for faculty members, as well as the development of skills through their participation in the capacity-building program for teachers. The performance of the teacher will be subject to evaluation at the end of each academic year (performance evaluation), in addition to the necessity of obtaining teaching qualification certificates

#### **Professional Development for Faculty Members**

A program for developing the capabilities and skills of teachers is prepared annually, and feedback is taken from students regarding teaching and learning methods. The results are discussed after conducting statistical analysis

### **Acceptance Criteria .13**

**Students are accepted into the program according to the instructions of the Ministry of Higher Education and Scientific Research, which are updated annually**

### **Important Sources of Information about the Program .14**

- 1. The official website of the college (College of Basic Education for Girls) (<https://alameed.edu.iq>)<https://alameed.edu.iq/>**

### **Program Development Plan .15**

**The program undergoes periodic development by curriculum development committees derived from the Council of Deans of Iraqi Basic Education Colleges**













## Second. Course Description

Course Name .1	
Arabic Language	
2. Course Code	
3. Semester Year /	
First + Second – Year 2025-2026	
4. Date of preparation of this description	
2026/04/03	
5. Available attendance formats	
Weekly	
6. Total number of hours and credit units	
30	
7. Name of the course coordinator	
Email	Name
hanan.marzog@s.uokerbala.edu.iq	Ms. Hanan Marzouk Shadahan
8. Course Objectives	

This course aims to discuss and study the linguistic and literary aspects to develop comprehension skills and enhance the linguistic taste of university students, allowing them to appreciate the aesthetics of the text. Additionally, it aims to improve speaking and discourse skills and enhance spelling among female students by focusing on selected literary texts from poetry and prose, as well as understanding the modifications that can change the functions of sentences into different meanings by studying various grammatical topics

Students will understand: the nature of the Arabic language- .1

2. Students will understand: the skills of the Arabic language and its issues -2 at the grammatical, semantic, stylistic, and morphological levels
3. Students will understand: listening, reading, and expression skills-3
4. Students will understand: how to develop positive attitudes and values -4 related to religion and heritage, and enhance literary taste
5. Students will learn how to acquire skills in expressing themselves in -4 .Modern Standard Arabic

#### 9. Teaching and Learning Strategies

- 1- Explanation on the board
- 2- Group Discussions
- 3- Homework
- 4- Brainstorming
- 5- Submitting reports on the topics covered in the lecture
- 6- Assigning students to research other answers to questions about their courses

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit Name</b>	<b>Week</b>
Tests	Discussion and explanation on the board with PowerPoint presentation	<b>Parts of Speech (Noun – Verb – Particle) + Noun and its Signs 15-3-2025</b>	1
Tests	Discussion and explanation	<b>Types of knowledge (science pronouns) + the five + nouns 22-3-2025</b>	2
Tests	Dialogue, discussion, and reports	<b>Demonstrative nouns + relative nouns + analysis and memorization of the poem by Zuhair bin Abi Sulma 12-4-2025</b>	3
Tests	Discussion with brainstorming	<b>+ "ال" Definite noun with noun with addition + explanation of verses from Surah Al-Qamar with memorization 2025-4-19</b>	4
Tests	PowerPoint presentation + explanation on the board and discussion	<b>The dual form + masculine sound plural and feminine sound plural 2025- 4 -26</b>	5
Tests	Dialogue, Discussion, and Reports	<b>Era of Imam Ali (peace be upon him) Analysis and Preservation + Ode of Ibn Zaydun 3-5-2025</b>	6
Tests	Submitting the report PowerPoint + presentation + Brainstorming	<b>Prophet's Sermon (peace be upon him and his family)</b>	7

		<b>after the Battle of Hunayn + Broken Plurals</b> <b>This lecture will be completed on 10-5-2025</b>	
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	Grade Criteria
Grade	<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>
%1	
%1	
%1	
%1	
%1	
	Total grades )100%(

## :Second: Course Description

<b>Course Name: Foundations of Education .1</b>	
<b>Course Code: None .2</b>	
<b>Semester / Year: First Stage (Second Semester) .3</b>	
<b>Date of preparation of this description: 15/04/2026</b>	
<b>Available attendance forms: In-person .5</b>	
<b>Total number of hours and credit units: Number of hours (3) and number of units )3( .6</b>	
<b>.Name of the course coordinator .7</b>	
<b>Email</b>	<b>Name</b>
Drazhar.alzuorfe@gmail.com	Dr. Azhar Ali Al-Zurfi
<b>:Course objectives .8</b>	
<b>The subject of the foundations of education and teaching is characterized by its exploration of learning and teaching and the degree of comparison between them. It also examines the most important principles and methods of teaching that concern the teacher, as well as the key characteristics and qualities of a good teacher. Additionally, it addresses education, its goals, and its importance, along with the main methods used in education, and discusses some .educational systems in various Arab and foreign countries</b>	
<b>:Teaching and learning strategies .9</b>	

Some important teaching methods have been used, such as discussion, dialogue, .brainstorming, in addition to achievement tests

<b>Course structure .10</b>					
<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Exam</b>	<b>Discussion</b>	<b>Education (Definition – Objectives – Theories – (Functions – Characteristics</b>	<b>Understand -1 the concept of education, its objectives, theories, and functions Students -2 will learn: some important definitions of education from various theorists Students -3 will learn: the difference</b>	<b>3</b>	<b>1</b>
<b>Exam</b>	<b>Discussion</b>	<b>The meaning of education and learning</b>		<b>3</b>	<b>2</b>
<b>Exam</b>	<b>Discussion</b>	<b>Elements of the educational situation – Measuring learning</b>		<b>3</b>	<b>3</b>
<b>Exam</b>	<b>Discussion</b>	<b>First month exam</b>		<b>3</b>	<b>4</b>
<b>Exam</b>	<b>Discussion</b>	<b>Areas of learning – Conditions for good learning</b>		<b>3</b>	<b>5</b>
<b>Exam</b>	<b>Discussion</b>	<b>Factors affecting the educational process</b>		<b>3</b>	<b>6</b>
<b>Exam</b>	<b>Discussion</b>	<b>Daily exam</b>		<b>3</b>	<b>7</b>
<b>Exam</b>	<b>Discussion</b>	<b>Teaching styles</b>		<b>3</b>	<b>8</b>
<b>Exam</b>	<b>Discussion</b>	<b>Principles of learning</b>		<b>3</b>	<b>9</b>

				<b>between learning and teaching Students -4 learn about education in some Arab and foreign countries</b>		
<b>Exam</b>	<b>Discussion</b>	<b>Daily exam</b>			<b>3</b>	<b>10</b>
<b>Exam</b>	<b>Discussion</b>	<b>The role of the teacher in education – Characteristics of a good teacher</b>			<b>3</b>	<b>11</b>
<b>Exam</b>	<b>Discussion</b>	<b>Characteristics of a Good Teacher</b>			<b>3</b>	<b>12</b>
<b>Exam</b>	<b>Discussion</b>	<b>The Relationship Between Teacher and Students – Skills of a Good Teacher</b>			<b>3</b>	<b>13</b>
<b>Exam</b>	<b>Discussion</b>	<b>Concept of Basic Education – Basic Learning in Some Countries</b>			<b>3</b>	<b>14</b>
<b>Exam</b>	<b>Discussion</b>	<b>Third Month Exam</b>			<b>3</b>	<b>15</b>
<b>Course Evaluation .11</b>						
<b>Assessment</b>				<b>Grade Criteria</b>		
<b>Formative</b>		<b>Summative</b>				
<b>Grade</b>	<b>Assessment Methods</b>	<b>Grade</b>	<b>Assessment Methods</b>	<b>Excellent )90 – 100( -</b>		
<b>%1</b>	<b>Daily Exams</b>	<b>15</b>	<b>First Monthly Exam - Theoretical</b>	<b>Very Good (from 80 to less than - 90)</b>		
<b>%1</b>	<b>Reports</b>	<b>20</b>	<b>Second Monthly Exam - Theoretical</b>	<b>Good (from 70 to less than 80) -</b>		
<b>%1</b>	<b>Reports</b>	<b>-</b>	<b>-----</b> <b>--</b>	<b>Average (from 60 to less than 70)</b>		
<b>%1</b>	<b>Participation</b>	<b>-</b>	<b>-----</b> <b>--</b>	<b>Acceptable (50 – less than 60)</b>		

<b>%1</b>	<b>Voluntary work</b>	<b>60</b>	<b>Final theoretical exam</b>	<b>Poor (less than 50)</b>
	<b>%5</b>		<b>%95</b>	<b>Total grades )100%(</b>
<b>Learning and teaching resources .12</b>				
<b>Lectures prepared by the instructors according to the curriculum guidelines provided by the .college</b>				
<b>Lectures on education, learning, and teaching, and the main principles of education and .teaching methods</b>				
<b>The supporting sources</b>				
<b>Philosophy of Education by Dr. Abdul Aziz Al-Qousi .1</b>				
<b>Foundations of Education by Dr. Mohamed Munir Morsi .2</b>				
<b>Definition of Education and Learning Educational Psychology by Dr. Abdul Majid Nashwani .2</b>				

## Secondly. Course Description

Course Name .1	
Introduction to Computer and Its Applications	
10. Course Code	
11. Semester / Year	
2026-2025	
12. Date of Preparation of this Description	
2026/04/19	
13. Available attendance forms	
In-person (theoretical / practical)	
14. Total hours and credit units	
hours 3	
15. Name of the course coordinator	
Email	Name
<a href="mailto:zainabali074@gmail.com">zainabali074@gmail.com</a>	Ms. Zainab Ali Mohammed
16. Course Objectives	
<p><b>:By the end of this course, the student will be able to</b></p> <p>.Identify the computer and its basic components .1</p> <p>.Understand the difference between hardware components and software components .2</p> <p>.Operate the computer and interact with the Windows operating system .3</p> <p>.Creating and formatting text documents using Microsoft Word .4</p> <p>.Save and print documents correctly .5</p> <p>.Use simple tools in Word such as text formatting, adding tables, and symbols .6</p> <p>Handle files and folders on the desktop and fully understand desktop commands and .7</p> <p>.screen properties</p> <p>.Develop practical skills that will help in preparing reports and university research .8</p>	
17. Teaching and Learning Strategies	

**:Interactive lectures .1**

Present theoretical concepts through simplified lectures with real-life examples, encouraging  
.students to ask questions and participate

**:Practical (applied) education .2**

Regular lab sessions to apply skills practically, such as operating the computer, writing  
.Word documents, and saving files

**:Project-based learning .3**

Assign students to create a document using Word (such as a resume or a simple report) to  
.integrate the skills acquired into a real project

**Live Demonstrations: (Live Demonstrations) .4**

Using a projector or screen recording to show the steps of working on the computer to the  
.students step by step

**:Homework (Assignments) .5**

Simple exercises such as opening a Word document, formatting it, and sending it via email,  
.which enhances self-learning

**:Short Class Discussions .6**

Asking motivational questions about the uses of computers in daily life and linking them to  
.the students' majors

**:Self-Assessment and Feedback .8**

Providing students with models to evaluate their work and constructive feedback to improve  
.performance, especially in using Word tools

<b>18. Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
Class Participation	Interactive Lecture	Introduction to Computers	<b>Recognizing the computer and its importance in daily life</b>	2	1
Short Quiz	Lecture + Discussion	Hardware and Software Components of the Computer	<b>Differentiates between hardware and software components of the computer</b>	2	2
Practical Exercise	Practical Application	Starting the Computer and Dealing with the Operating System	<b>Operates the computer and manages files and folders</b>	3	3
Homework	Demonstration + Application	Introduction to Word	<b>Open Word and create .a new document</b>	3	4
Practical Assessment	Practical Application	Text Formatting	<b>Format the texts using formatting tools</b>	2	5
Individual application	Practical Explanation	Inserting Tables and Symbols	<b>Insert a table and symbols in a Word document</b>	2	6
Practical assignment	Practical Application	Save and print the document	<b>Saves and prints a Word document in multiple formats</b>	2	7
Midterm exam	Theoretical and practical test	Mid-course test	<b>Measures the student's understanding of previous skills</b>	2	8
Mini Project	Practical Training	Design of Cover and Header	<b>Prepares a cover and header for an official document</b>	2	9
Practical Assessment	Live Presentation + Application	Text Correction and Spell Checking	<b>Uses Spell Checking Tools</b>	2	10
Oral presentation	Collaborative Application	Prepares a Report Using Word	<b>Writes a Simple Report Using Word</b>	3	11
Self-assessment and evaluation	Open discussion + practical review	Comprehensive review	<b>Review all previous skills</b>	2	12

Training assignment	Practical workshop	Solve assessment exercises	Solve exercises similar to the final exam	2	13
Project presentation	Group work	Preparation for the final project	Apply skills in a comprehensive project	2	14
Final assessment	Comprehensive test	Final exam	Evaluates both theoretical and practical aspects	3	15

### 19. Course evaluation

Assessment				Grade Criteria
Formative		Summative		
Grade	Assessment Methods	Grade	Assessment Methods	<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>
%1	Daily Exams	10	First month's theoretical exam	
%1	Seminars	10	Second month's theoretical exam	
%1	Reports	10 + 10	Semester Practical Assessment	
%1	Participation	20	Final Practical Exam	
%1	Practical Application	40	Final Theoretical Exam	
%5		%95		

### 20. Learning and Teaching Resources

Introduction to Computer – Dr. Abdul Razak Abdullah Hassan .1

Widely used in Iraqi universities, especially in non-technical colleges. It covers basic concepts and an introduction to office •  
.software

Computer and Its Applications – Dr. Ahmed Fawzi Al-Hiti .2

.A methodological book covering the principles of computers with applications on Word, Excel, PowerPoint, and Internet •

Fundamentals of Computers and Office Applications – Dr. Khaled Salama .3

.Contains a simplified practical explanation of computer usage skills in academic and administrative contexts •

Digital Transformation and Information Technology – Ministry of Higher Education and Scientific Research – Iraq .4

A booklet issued as part of the vision for developing digital education in Iraq, integrating concepts of information technology with e- •  
.learning

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Secondly: Foreign Books (in English)

Introduction to Computers – Peter Norton .5

.A classic book used in many colleges, sometimes translated. It provides a good theoretical background on computers •

.Discovering Computers – Misty E. Vermaat et al .6

It is used in technical colleges and some private universities in Iraq, covering modern topics such as digital security and cloud •  
.applications

Microsoft Office 365: In Practice – Randy Nordell .7

.An excellent reference for Office Word, Excel, and PowerPoint applications with professional explanations •

Computers Are Your Future – Catherine LaBerta .8

.A book aimed at beginners, explaining concepts in a simplified manner suitable for non-scientific disciplines •

**:Secondly: Course Description**

**Course Name: Socialization .1**

**Course Code: Not available .2**

**Semester/Year: Second semester (first stage) .3**

**Date of preparation of this description: 1/4/2026 .4**

**Available attendance forms: In-person .5**

**Total number of hours and credit units: 3 hours .6**

**.Name of the course coordinator .7**

**Email**

**Name**

**Zeanab 7777777@gmail.com**

**Professor Dr. Zeinab Mohammed Kati**

**:Course objectives .8**

**The course on socialization includes an introduction to the concept of socialization and its role in developing the psychological, social, religious, and moral aspects of preschool children. It discusses methods of socialization at home and in preschool, and addresses the most important theories that explain the significance of socialization in building society, especially for children in their first five years, as this is the foundational stage in human development**

**:Teaching and learning strategies .9**

**:To apply modern teaching strategies in the socialization course, the following are included**

**First: Enhance the role of students after graduation to become guides for self-directed learning for preschool children, enabling them to encourage children to explore knowledge more**

**Second: Find more interactive and creative ways to motivate students and increase their interest and participation in the .classroom, including activating cooperative learning**

**Third: Continuously develop the professional skills of students and stay updated with the latest research and educational .practices**

**Fourth: Increasing motivation and enhancing the student's sense of achievement and job satisfaction through the .application of innovative and impactful teaching methods, including active learning**

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Exam</b>	<b>Discussion</b>	<b>Concept of Socialization and Goals of Socialization</b>	<b>The students will learn: about the concept and importance of socialization in all stages of human life</b>	3	1
<b>Exam</b>	<b>Discussion</b>	<b>Stages of Socialization And Characteristics of the Socialization Process</b>		3	2
<b>Exam</b>	<b>Discussion</b>	<b>Islamic Interpretation of Socialization</b>		3	3
<b>Exam</b>	<b>Discussion</b>	<b>First month exam</b>		3	4
<b>Exam</b>	<b>Discussion</b>	<b>And the Role of the Muslim Family in the Socialization of Children</b>		3	5
<b>Exam</b>	<b>Discussion</b>	<b>Daily Exam</b>		3	6
<b>Exam</b>	<b>Discussion</b>	<b>Kindergarten, School</b>		3	7
<b>Exam</b>	<b>Discussion</b>	<b>Family and Family Cohesion</b>		3	8
<b>Exam</b>	<b>Discussion</b>	<b>Erikson's Theory of Socialization, Social Exchange Theory, and Social Role Theory</b>		3	9

<b>Exam</b>	<b>Discussion</b>	<b>Second Month Exam</b>	<b>and their impact on the socialization of .the child</b>  <b>The students will -4 learn about the roles of the preschool teacher in actively contributing to the socialization of the .child</b>	3	10
<b>Exam</b>	<b>Discussion</b>	<b>Peer Groups, Media, Places of Worship</b>		3	11
<b>Exam</b>	<b>Discussion</b>	<b>Parenting Styles Used in Socialization</b>		3	12
<b>Exam</b>	<b>Discussion</b>	<b>Theories that Explain Socialization</b> <b>Cognitive Development Theory by Jean Piaget</b>		3	13
<b>Exam</b>	<b>Discussion</b>	<b>Daily Exam</b>		3	14
<b>Exam</b>	<b>Discussion</b>	<b>(Factors Influencing Socialization)</b> <b>(Inheritance, environment, glands, nutrition, maturation</b>		3	15

**Course Evaluation .1 1**

<b>Assessment</b>				<b>Grade Criteria</b>	
<b>Formative</b>		<b>Summative</b>			
<b>Grade</b>	<b>Assessment Methods</b>	<b>Grade</b>	<b>Assessment Methods</b>		
<b>%1</b>	<b>Daily Exams</b>	<b>15</b>	<b>First Monthly Exam - Theoretical</b>	<b>Excellent )90 – 100( -</b>	
<b>%1</b>	<b>Seminars</b>	<b>20</b>	<b>Second Monthly Exam Theoretical -</b>	<b>Very Good (from 80 to less than 90) -</b>	
<b>%1</b>	<b>Reports</b>	<b>-</b>	<b>Semester Practical Assessment</b>	<b>Good (from 70 to less than 80) -</b>	
<b>%1</b>	<b>Participation</b>	<b>-</b>	<b>Final Practical Exam</b>	<b>Average (from 60 to less than 70)</b>	
				<b>Acceptable (50 – less than 60)</b>	

<b>%1</b>	<b>Voluntary work</b>	<b>60</b>	<b>Final theoretical exam</b>	<b>Poor (less than 50)</b>
	<b>%5</b>		<b>%95</b>	<b>Total grades )100%(</b>
<b>Learning and Teaching Resources .2 1</b>				
<b>.Lectures prepared by the instructor based on the curriculum provided to us by the university</b>				
<b>.The Encyclopedia of Mother and Child / Authored by (Mai Khater Fakhouri)</b>				
<b>:Supporting Sources</b>				
<b>Religious and Social Education for Children / Authored by (Balqis Ismail Al-Daghistani) 2002</b>				
<ul style="list-style-type: none"> <li>• <b>Diab (Fawzia): Child Growth and Upbringing between Family and Nursery, Al-Nahda Library, Egypt, 3rd edition, year not mentioned</b></li> <li>• <b>Dewey (John): The School and Society, Translated by / Ahmed Hussein Al-Rihim, Dar Al-Kitab Al-Hayat, Beirut (Lebanon), p. 50</b></li> <li>• <b>Al-Shirbini (Zakaria), Yusri (Sadiq) (1996): Raising Children and Parents' Ways in Dealing with Them and Facing ,Their Problems, Dar Al-Fikr Al-Arabi, Cairo (Egypt)</b></li> </ul>				
<b>.Socialization Psychology / Authored by (Salah Abu Jado) 2004</b>				
<ul style="list-style-type: none"> <li>• <b>Piaget, Jean, (1986), The Mental Development of the Child, Translated by: Samir Ali, Dar Culture for Children's .Publishing</b></li> <li>• <b>Desouki (Kamal) (1999): Educational Development of the Child and Adolescent, Lessons in Developmental .Psychology, Dar Al-Nahda Al-Arabiya, Beirut, 197 Alexandria, Egypt</b></li> </ul>				

**:Second: Course Description**

<b>Course Name: Planning and Methods of Program Implementation .1</b>	
<b>Planning and Methods of Program Implementation (for the Preschool Stage)</b>	
<b>:Course Code .2</b>	
<b>Semester/Year: Third Stage (Fifth Semester) .3</b>	
<b>Date of Preparation of this Description: 1/4/2026 .4</b>	
<b>Available attendance forms: In-person .5</b>	
<b>Total Credit Hours and Units: Number of Hours (3) Number of Units )3( .6</b>	
<b>Name of Course Coordinator .7</b>	
<b>Email</b>	<b>Name</b>
<b>Zeanab 7777777@gmail.com</b>	<b>Professor Dr. Zainab Mohammed Kati</b>
<b>:Course objectives .8</b>	
<b>:The course aims to</b>	
<ul style="list-style-type: none"><li>- Introduce the student to the fact that the kindergarten stage is where the child is the essential element in the planning process, incorporating activities, experiences, and all necessary resources and means .to achieve the desired goals</li><li>- Prepare the teacher to provide the child with the best environment and classroom climate to facilitate the greatest amount of interaction and the highest level of education and teaching. This can only be</li></ul>	

achieved through prior planning of educational objectives, which the student must recognize to  
.develop the child's behaviors towards discipline and correct values

- The course also aims to enable the student to recognize the development of children's skills and their  
.abilities to solve some problems, including (isolation, shyness, and lack of adaptation)
- The student will learn the correct methods to understand the characteristics and needs of children  
.through the planning process

### **:Teaching and learning strategies .9**

For the effectiveness of the learning and teaching strategy in the subject of planning and methods of implementing programs for the pre–school stage, the student needs some methods to ensure successful learning for kindergarten students, including incorporating the following

:strategy

1. Training programs and educational activities that contribute to building objectives and establishing organized plans that lead to identifying effective teaching methods, taking into  
.account their cognitive levels and needs
2. Establish a framework and timeline for training, and allocate resources for each  
.educational and training initiative
3. Determine evaluation methods to assess the effectiveness of each program. This may  
.require conducting pre– and post–training assessments

<b>Course structure .10</b>					
<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>The Exam</b>	<b>Discussion</b>	<b>Planning in the Preschool Stage</b>	<b>Preparing a competent teacher capable of providing appropriate educational tools for preschool children: Knowing educational tools and methods of their production helps engage more than one sense in presenting educational material, which aids in learning and achieving the planned objectives Identifying Educational Activities: Educational activities contribute to the development of various concepts</b>	<b>3</b>	<b>1</b>
<b>The Exam</b>	<b>Discussion</b>	<b>Organizing Educational Corners for the Preschool Stage</b>		<b>3</b>	<b>2</b>
<b>The Exam</b>	<b>Discussion</b>	<b>Classifying Educational Programs Directed at Preschool Children</b>		<b>3</b>	<b>3</b>
<b>The Exam</b>	<b>Discussion</b>	<b>First month exam</b>		<b>3</b>	<b>4</b>
<b>The Exam</b>	<b>Discussion</b>	<b>Educational Programs for Implementing Activities to Achieve Educational Goals in Kindergarten</b>		<b>3</b>	<b>5</b>
<b>The Exam</b>	<b>Discussion</b>	<b>Daily exam</b>		<b>3</b>	<b>6</b>
<b>The Exam</b>	<b>Discussion</b>	<b>Stages of Planning to Design an Integrated Interactive Experience Unit for Preschool Children</b>		<b>3</b>	<b>7</b>
<b>The Exam</b>	<b>Discussion</b>	<b>Educational Programs for Preschool Children in the Curriculum of Friedrich Froebel</b>		<b>3</b>	<b>8</b>
<b>The Exam</b>	<b>Discussion</b>	<b>Second Month Exam</b>		<b>3</b>	<b>9</b>
<b>The Exam</b>	<b>Discussion</b>	<b>Bertolt Brecht's (Johann Heinrich) educational curriculum for preschool children</b>		<b>3</b>	<b>10</b>
<b>The Exam</b>	<b>Discussion</b>	<b>Maria Montessori's program aimed at preschool children</b>		<b>3</b>	<b>11</b>

<b>The Exam</b>	<b>Discussion</b>	<b>Content analysis of educational programs and activities for children</b>	<b>artistic, musical, ) logical, mathematical, scientific, social) for preschool .children Identifying Assessment Methods for Kindergarten Children: To demonstrate the effectiveness of daily planning in kindergarten and assist in developing the educational process and achieving its .goals</b>	<b>3</b>	<b>12</b>
<b>The Exam</b>	<b>Discussion</b>	<b>Third month exam</b>		<b>3</b>	<b>13</b>
<b>The Exam</b>	<b>Discussion</b>	<b>The philosophical foundations and growth theories of the educational program for preschool children</b>		<b>3</b>	<b>14</b>
<b>The Exam</b>	<b>Discussion</b>	<b>Models of some activities and practical experiments presented to kindergarten children</b>		<b>3</b>	<b>15</b>
<b>Course Evaluation .11</b>					
<b>Assessment</b>				<b>Grade Criteria</b>	
<b>Formative</b>		<b>Summative</b>		<b>Excellent )90 – 100( -</b>	
<b>Grade</b>	<b>Assessment Methods</b>	<b>Grade</b>	<b>Assessment Methods</b>		
<b>%1</b>	<b>Daily Exams</b>	<b>15</b>	<b>First Monthly Exam - Theoretical</b>		

%1	Seminars	20	Second Monthly Exam - Theoretical	Good (from 70 to less than - (80
%1	Reports	-	Semester Practical Assessment	Average (from 60 to less (than 70
%1	Participation	-	Final Practical Exam	Acceptable (50 – less than (60
%1	Voluntary work	60	Final theoretical exam	Poor (less than 50)
%5		%95		Total grades )100%(

#### **Learning and teaching resources .12**

- Rashid Al-Talwani (2021): Principles and Philosophy of the Maria Montessori Educational Curriculum / .Internet
- Sheikha Al-Mulla et al. (2018): Planning and Evaluation in Kindergartens (for technical supervisors), Ministry of Education / General Technical Guidance for Kindergartens / Kingdom of Saudi Arabia
- Talba, Ibnahag Mahmoud (2012): Preschool Programs, Childhood Development Care Journal, Issue 10 / Mansoura University
- Abdel Moneim, Basma Tarek (2022): Planning project-based educational activities to develop some entrepreneurial skills among kindergarten children and measuring their effectiveness / Journal of Educational and Social Studies – Faculty of Education – Helwan University, Volume 28
- Atya, Saadi Jassim et al. (2016): (Comprehensive Interactive Experience Unit Curriculum Guide for Kindergarten Teachers) Ministry of Education, Committee from the Syrian Ministry of Education (2013): Teacher's Guide for Kindergarten Experiences (Category Two)
- Committee from the Syrian Ministry of Education (2013): Teacher's Guide for Kindergarten Experiences .(Category Two)

**:Second: Course Description**

<b>Course Name: Cognitive Development .1</b>	
<b>:Course Code .2</b>	
<b>Semester/Year: Second Stage (Fourth Semester) .3</b>	
<b>Date of Preparation of this Description: 1/4/2026 .4</b>	
<b>Available attendance forms: In-person .5</b>	
<b>Total Credit Hours and Units: Two hours and (two units) .6</b>	
<b>.Name of the course coordinator .7</b>	
<b>Email</b>	<b>Name</b>
<b>Zeanab 7777777@gmail.com</b>	<b>Professor Dr. Zainab Mohammed Kati</b>
<b>:Course objectives .8</b>	
<p><b>:One of the course objectives is</b></p> <ul style="list-style-type: none"><li><b>- To prepare a teacher capable of dealing with kindergarten children, considering that the five-year stage of human life is one of the most important developmental stages that determine the child's future personality</b></li><li><b>- Studying the cognitive development of kindergarten children allows the teacher to understand the growth stages at this age, which contributes to outlining how the teacher</b></li></ul>	

**interacts with the child to lead them to scientific and moral knowledge, shaping them into .a beneficial person for themselves and society while considering individual differences**

**:Teaching and learning strategies .9**

**To apply modern teaching strategies in the subject of cognitive development, including the :following**

1. Increasing learning efficiency: The learning strategy acts as a roadmap to guide students' efforts toward the most effective and efficient ways to acquire knowledge or skills. Without .a strategy, learning can be random and time-consuming
2. Achieving focused progress: A well-defined strategy helps maintain focus on educational learning objectives, prevents aimless exploration, and ensures that the learning efforts related to the material presented to the student align with both general and specific .teaching goals, thereby enhancing the sense of purpose and direction in learning

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
The Exam	Discussion	<b>Cognitive Development of Kindergarten Children</b>	<b>Preparing - teachers who can recognize the stages of development that</b>	2	1
<b>The Exam</b>	<b>Discussion</b>	<b>Mental Development in Children</b>		2	2
<b>The Exam</b>	<b>Discussion</b>	<b>First month exam</b>		2	3

<b>The Exam</b>	<b>Discussion</b>	<b>Cognitive Development Theories (Jean Piaget's Theory)</b>	<b>kindergarten children go .through  Training - teachers to interact with children and meet their essential needs that contribute to the child's development and accelerate their .maturity The student - should understand how to achieve the child's ambitions at this age level, within the limits of the child's .cognitive abilities</b>	2	4	
<b>The Exam</b>	<b>Discussion</b>	<b>Daily exam</b>		2	5	
<b>The Exam</b>	<b>Discussion</b>	<b>Vygotsky's Theory of Cognitive Development</b>		2	6	
<b>The Exam</b>	<b>Discussion</b>	<b>Second Month Exam</b>		2	7	
<b>The Exam</b>	<b>Discussion</b>	<b>Ausubel's Theory of Cognitive Development</b>		2	8	
<b>The Exam</b>	<b>Discussion</b>	<b>Gagne's Theory of Cognitive Development</b>		2	9	
<b>The Exam</b>	<b>Discussion</b>	<b>Third month exam</b>		2	10	
<b>The Exam</b>	<b>Discussion</b>	<b>The role of the family in developing cognitive growth in preschool children</b>		2	11	
<b>The Exam</b>	<b>Discussion</b>	<b>The role of kindergartens in fostering cognitive growth in preschool children</b>		2	12	
<b>The Exam</b>	<b>Discussion</b>	<b>Daily exam</b>		2	13	
<b>The Exam</b>	<b>Discussion</b>	<b>The role of the teacher in cognitive growth among preschool children</b>		2	14	
<b>The Exam</b>	<b>Discussion</b>	<b>Educational applications and activities that measure cognitive growth in preschool children</b>		2	15	
<b>Course Evaluation .11</b>						

<b>Assessment</b>				<b>Grade Criteria</b>
<b>Formative</b>		<b>Summative</b>		
<b>Grade</b>	<b>Assessment Methods</b>	<b>Grade</b>	<b>Assessment Methods</b>	<b>Excellent )90 – 100( -</b>
<b>%1</b>	<b>Daily Exams</b>	<b>15</b>	<b>First Monthly Exam - Theoretical</b>	<b>Very Good (from 80 to less - (than 90</b>
<b>%1</b>	<b>Seminars</b>	<b>20</b>	<b>Second Monthly Exam - Theoretical</b>	<b>Good (from 70 to less than - 80)</b>
<b>%1</b>	<b>Reports</b>	<b>-</b>	<b>Semester Practical Assessment</b>	<b>Average (from 60 to less (than 70</b>
<b>%1</b>	<b>Participation</b>	<b>-</b>	<b>Final Practical Exam</b>	<b>Acceptable (50 – less than (60</b>
<b>%1</b>	<b>Voluntary work</b>	<b>60</b>	<b>Final theoretical exam</b>	<b>Poor (less than 50)</b>
<b>%5</b>		<b>%95</b>		<b>Total grades )100%(</b>

#### **Sources of learning and teaching .12**

- Lectures prepared by the instructors according to the curriculum guidelines provided by the college
  - .Learning theories by the author (Jasim Mohammed) (2004) 1st edition
  - .Learning (Theories and Applications) by Anwar Mohammed Al-Sharqawi (2013) – Cairo
  - The family and child upbringing by Nasser Ahmed Al-Khoulida (2010) Amman, Jordan. 1st edition
    - .Yusuf Qatami (Cognitive Theory) (2013) Amman, Dar Al-Masira
  - Mamdouh Al-Kandari and Ahmed Al-Kandari (Psychology of Learning, Learning Styles, and Their Psychological and Educational Applications) (1992) Al-Falah Library
    - .Tariq Abdul Raouf (Modern Trends in Kindergarten (2007) Cairo
    - .Saad Yahya (Ausubel's Theory of Cognitive Development)

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**:Secondly: Course Description**

<b>Course Name: Psychology of Children with Special Needs .1</b>	
<b>:Course Code .2</b>	
<b>Semester/Year: Second Stage (Third Semester) .3</b>	
<b>Date of Preparation of this Description: 8/3/2026 .4</b>	
<b>Available attendance forms: In-person .5</b>	
<b>Total number of hours and credit units: Number of hours (3) and number of units )3( .6</b>	
<b>.Name of the course coordinator .7</b>	
<b>Email</b>	<b>Name</b>

**Zeanab 7777777@gmail.com**

**Professor Dr. Zeinab Mohammed  
Kati**

**:Course objectives .8**

**The topic of the psychology of individuals with special needs is characterized by its exploration of the characteristics of (exceptional) children and their comparison with normal children, so that the teacher can guide the child and help them live and interact with normal children. For example, mentally disabled children think, perceive, and understand like normal children but at a lower level and at a slower pace, while exceptional children (gifted and talented) are characterized by a higher than average intelligence level compared to normal children. In other words, exceptional children are a category that includes (children with disabilities, gifted and talented children). This term extends along a continuum between giftedness and disability, interspersed with educational problems and various disorders, and .they all share the need for special care according to their individual needs**

**:Teaching and learning strategies .9**

**To apply modern teaching strategies in the psychology of children with special needs  
:(exceptional), the following are included**

1. Increasing learning efficiency: The learning strategy acts as a roadmap to guide students' efforts toward the most effective and efficient ways to acquire knowledge or skills. Without .a strategy, learning can be random and time-consuming
2. Achieving focused progress: A well-defined strategy helps maintain focus on educational learning objectives, prevents aimless exploration, and ensures that the learning efforts related to the material presented to the student align with both general and specific .teaching goals, thereby enhancing the sense of purpose and direction in learning

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Exam</b>	<b>Discussion</b>	<b>Basic Concepts and Issues for Children with Special Needs or (Exceptional)</b>	<b>Students will -1 learn about the concept of disability, its types, and its .causes</b>	<b>3</b>	<b>1</b>
<b>Exam</b>	<b>Discussion</b>	<b>Children with special needs (gifted and (talented</b>		<b>3</b>	<b>2</b>
<b>Exam</b>	<b>Discussion</b>	<b>A historical overview of the development of care and attention for individuals with special needs .(or exceptional individuals) in the world</b>		<b>3</b>	<b>3</b>
			<b>Students will -2 learn: the</b>		

<b>Exam</b>	<b>Discussion</b>	<b>First month exam</b>	<b>correct ways to deal with children with .disabilities</b>  <b>Students will -3 learn: the correct ways to care for the mental well-being of children with disabilities and integrate them with .normal children</b>  <b>Students will -4 learn: the roles of kindergarten teachers in assisting children with .disabilities</b>	<b>3</b>	<b>4</b>
<b>Exam</b>	<b>Discussion</b>	<b>The psychology of autistic children</b>		<b>3</b>	<b>5</b>
<b>Exam</b>	<b>Discussion</b>	<b>Hyperactivity and attention deficit in children</b>		<b>3</b>	<b>6</b>
<b>Exam</b>	<b>Discussion</b>	<b>Daily exam</b>		<b>3</b>	<b>7</b>
<b>Exam</b>	<b>Discussion</b>	<b>Second Month Exam</b>		<b>3</b>	<b>8</b>
<b>Exam</b>	<b>Discussion</b>	<b>Children with learning difficulties</b>		<b>3</b>	<b>9</b>
<b>Exam</b>	<b>Discussion</b>	<b>Intellectual disability</b>		<b>3</b>	<b>10</b>
<b>Exam</b>	<b>Discussion</b>	<b>Second Month Exam</b>		<b>3</b>	<b>11</b>
<b>Exam</b>	<b>Discussion</b>	<b>Hearing impairment</b>		<b>3</b>	<b>12</b>
<b>Exam</b>	<b>Discussion</b>	<b>Visual device</b>		<b>3</b>	<b>13</b>
<b>Exam</b>	<b>Discussion</b>	<b>Visual Impairment</b>		<b>3</b>	<b>14</b>
<b>Exam</b>	<b>Discussion</b>	<b>Third Month Exam</b>		<b>3</b>	<b>15</b>

<b>Course Evaluation .11</b>				
<b>Assessment</b>				<b>Grade Criteria</b>
<b>Formative</b>		<b>Summative</b>		
<b>Grade</b>	<b>Assessment Methods</b>	<b>Grade</b>	<b>Assessment Methods</b>	<b>Excellent )90 – 100( -</b>
<b>%1</b>	<b>Daily Exams</b>	<b>15</b>	<b>First Monthly Exam - Theoretical</b>	<b>Very Good (from 80 to less than 90)</b>
<b>%1</b>	<b>Seminars</b>	<b>20</b>	<b>Second Monthly Exam - Theoretical</b>	<b>Good (from 70 to less than 80)</b>
<b>%1</b>	<b>Reports</b>	<b>-</b>	<b>Semester Practical Assessment</b>	<b>Average (from 60 to less than 70)</b>
<b>%1</b>	<b>Participation</b>	<b>-</b>	<b>Final Practical Exam</b>	<b>Acceptable (50 – less than 60)</b>
<b>%1</b>	<b>Voluntary work</b>	<b>60</b>	<b>Final theoretical exam</b>	<b>Poor (less than 50)</b>
<b>%5</b>		<b>%95</b>		<b>Total grades )100%(</b>
<b>Learning and teaching resources .12</b>				

<b>Lectures prepared by the instructors according to the curriculum guidelines provided by the .college</b>
<b>Iraqi Law (Rights of Persons with Disabilities) and review of the United Nations Convention on .the Rights of Persons with Disabilities</b>
<b>:Supporting Sources</b>
<b>Psychology of Exceptional Children and Their Education / Introduction to Special Education .1 Authored by (Daniel Hallahan and James Kauffman) /</b>
<b>Definition of Disability and Its Types / Publications of the United Nations Organization .2 .(UNICEF) translated by Bassem Fidaheesh</b>

**Secondly. Course Description**

**Course Name: Learning Difficulties in Kindergarten Children .1**

21. Course Code: In-person	
22. Semester / Year: Fourth / Second Stage / 2025 – 2026	
23. Date of preparation of this description: 6/3/2026	
24. Available attendance forms: In-person	
25. Total hours and credit units: 3 hours / 3 units	
26. Name of the course coordinator	
Email	Name
awatif@alameed.edu.iq	M. M. Awatif Khalil Hussein
27. Course Objectives	
<p><b>1- The course on learning difficulties in children aims to develop the language skills of preschool children. Students will learn about the .concept of learning difficulties and its history</b></p> <p><b>2- Students will learn about the specific difficulties related to learning .within the framework of children's language development</b></p> <p><b>3- Students will learn about academic difficulties in reading, spelling, and .written expression</b></p> <p><b>4- Students will learn about the difficulties contributing to learning .difficulties</b></p> <p>-</p>	
28. Teaching and Learning Strategies	
<p><b>Lecture method – Discussion method – Problem–solving method – Inquiry method – Role–playing method – Inductive method (from whole to part) – Insight method – Brainstorming – .Educational film presentations – Teamwork – Group and individual exercises</b></p>	

29. Course Structure					
Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Written Tests	Brainstorming	Historical Overview	Achieving the five basic levels of Bloom's taxonomy (Knowledge – Comprehension Application – Synthesis – Analysis) – :through Enabling the student to understand the .basic rules of kindergarten Empowering female students to reach the top of the pyramid by instilling core .values and principles in sports	3	1
Attendance and active participation during the .lecture	o Group and individual training	The concept of specific learning difficulties within the framework of language development	Enabling the student to understand the basic rules of kindergarten	3	2
Activities and Training	o Working within a single team	Characteristics of children with learning difficulties	Enabling students to apply the learned ideas in practical life	3	3
Homework	o Showing educational films	Academic Difficulties	Empowering students to analyze skills and ideas into something practical and tangible	3	4
Activities and Training	o Dialogue and discussion	Contributing difficulties to learning difficulties	:Subject-specific skills Skills for expressing acquired values .1	3	5
////////////////////	////////////////////	First Month Exam	Discussion and dialogue in the field of kindergarten	3	6
Open book tests	Collaborative learning	Functional impairment of the brain, physical factors	Skills of criticism and solving life problems	3	7
Presentation of working papers	Insight	Cognitive factors, the relationship between developmental and academic difficulties	Skills in dealing with modern technology and using it in the field of specialization.	3	8
Homework	o Dialogue and discussion	The Neuropsychological Model, the Nervous System	Skills for Building Appropriate Tests and Measures for Kindergarten Children	3	9
////////////////////	////////////////////	Second Month Exam	Thinking Skills	3	10

<b>Attendance and Active Participation During the Lecture</b>	<b>Problem-Solving Approach</b>	<b>The Educational Model for Understanding Learning Difficulties, Psychological Behavior</b>	<b>Developing Basic Skills for Dealing with - .. Children</b>	<b>3</b>	<b>11</b>
<b>Attendance and Active Participation During the Lecture</b>	<b>Presentation, dialogue, and discussion</b>	<b>Social behavior of children with learning difficulties, the role of the family in assisting children with learning difficulties, early intervention programs</b>	<b>Developing the spirit of acceptance for the - kindergarten profession</b>	<b>3</b>	<b>12</b>

### 30. Course evaluation

Assessment				Grade Criteria
Formative		Summative		
Grade	Assessment Methods	Grade	Assessment Methods	
%5	Daily Exams	15	First month theoretical exam	<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>
%1	Seminars	15	Second month's theoretical exam	
%2	Reports	/	Semester Practical Assessment	
%1	Participation	/	Final Practical Exam	
%1	Voluntary work	60	Final Theoretical Exam	
%10		%90		
Total grades )100%(				

### 31. Learning and Teaching Resources

**Lectures on learning difficulties in children according to the curriculum approved by the university .prepared by the teaching staff**

**.Some related books on the subject include developing language skills for preschool children**

## Secondly. Course Description

Course name: Preparing the child for reading and writing .1	
32. Course Code: In-person	
33. Chapter / Year: Sixth / Third Stage / 2025 - 2026	
34. Date of preparation of this description: 9/3/2026	
35. Available attendance forms: In-person	
36. Total number of hours and study units: 3 hours / 3 units	
37. Name of the course coordinator	
Email	Name
awatif@alameed.edu.iq	M. M. Awatif Khalil Hussein
38. Course Objectives	
<b>1- .Students will learn about the concept of language and its functions</b> <b>2- Students will learn about the stages of sound development, the stage of .speech, the importance of reading in children, and readiness</b> <b>3- Students will learn about strategies and methods for teaching reading .and issues related to word recognition</b> <b>4- Students will learn about the factors affecting a child's reading .development</b> <b>5- .Children will learn about preparing for reading and writing</b>	
39. Teaching and Learning Strategies	
<b>Lecture method – Discussion method – Problem–solving method – Inquiry method – Role–playing method – Inductive method (from whole to part) – Insight method – Brainstorming – .Educational film presentations – Teamwork – Group and individual exercises</b>	

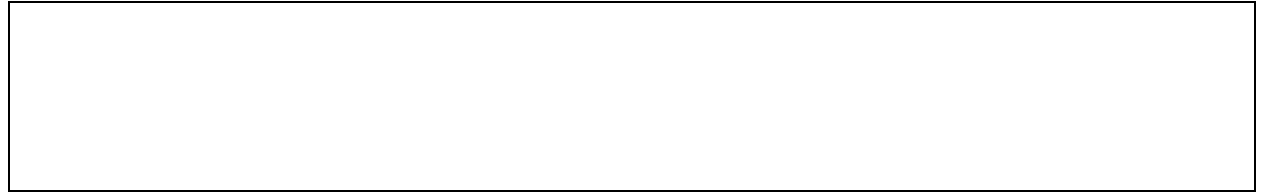
40. Course Structure					
Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Written Tests	Working within a single .team	Stages of sound development and .the stage of speech	Achieving the five basic levels of Bloom's taxonomy (Knowledge – Comprehension Application – Synthesis – Analysis) – :through Enabling the student to understand the .basic rules of kindergarten Empowering female students to reach the top of the pyramid by instilling core .values and principles in sports	3	1
Attendance and active participation during the .lecture	o Group and individual training	The Importance of Reading and Its Evolving Concept	Enabling the student to understand the basic rules of kindergarten	3	2
Activities and Training	o Brainstorming	Reading Readiness	Enabling students to apply the learned ideas in practical life	3	3
Homework	o Showing educational films	Learning Strategies and Their Types	Empowering students to analyze skills and ideas into something practical and tangible	3	4
Activities and Training	o Dialogue and discussion	Methods of Teaching Reading	:Subject-specific skills Skills for expressing acquired values .1	3	5
////////////////////	////////////////////	First Month Exam	Discussion and dialogue in the field of kindergarten	3	6
					7
Open book tests	Collaborative learning	Factors Influencing Reading Development	Skills of criticism and solving life problems	3	8
Presentation of working papers	Insight	Preparing the Child for Reading	Skills in dealing with modern technology and using it in the field of specialization.	3	9
Homework	o Dialogue and discussion	Developing Visual Skills, Visual Discrimination, Auditory, and Motor Skills	Skills for Building Appropriate Tests and Measures for Kindergarten Children	3	10
////////////////////	////////////////////	Second Month Exam	Thinking Skills	3	11

<b>Attendance and Active Participation During the Lecture</b>	<b>Problem-Solving Approach</b>	<b>Assessing the Child's Readiness for Reading</b>	<b>Developing Basic Skills for Dealing with - .. Children</b>	<b>3</b>	<b>12</b>
<b>Attendance and Active Participation During the Lecture</b>	<b>Presentation, dialogue, and discussion</b>	<b>Reading Readiness Tests</b>	<b>Developing the spirit of acceptance for the - kindergarten profession</b>	<b>3</b>	<b>13</b>
					<b>14</b>
					<b>15</b>
<b>41. Course evaluation</b>					
<b>Assessment</b>				<b>Grade Criteria</b>	
<b>Formative</b>		<b>Summative</b>		<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>	
Grade	Assessment Methods	Grade	Assessment Methods		
%5	Daily Exams	15	First month theoretical exam		
%1	Seminars	15	Second month's theoretical exam		
%2	Reports	/	Semester Practical Assessment		
%1	Participation	/	Final Practical Exam		
%1	Voluntary work	60	Final Theoretical Exam		
%10		%90		Total grades )100%(	
<b>42. Learning and Teaching Resources</b>					
<p><b>.Language Development Lectures According to the Curriculum Approved by the University</b>  <b>.Some related books on the subject include developing language skills for preschool children</b></p>					

### Secondly. Course Description

<b>Course Name: Psychology of Play in Childhood .1</b>
<b>43. Course Code</b>
<b>44. Semester / Year: Third Grade / First Semester 2026</b>

45. Date of Preparation of this Description: 4/4/2026	
46. Available Attendance Forms: In-person	
47. Total Credit Hours and Units: (3) Hours (15) Weeks	
48. Name of the course coordinator	
Email	Name
<a href="mailto:kahera-sewan@alameed.edu.iq">kahera-sewan@alameed.edu.iq</a>	Dr. Cairo Alwan Siwan
49. Course Objectives	
<p><b>.Students will understand: the meaning and nature of play -1</b>  <b>.Students will understand: the factors influencing play -2</b>  <b>.Students will understand: the theories of play -3</b>  <b>Students learn: Specifications of games in the kindergarten stage-4</b></p>	
50. Teaching and Learning Strategies	
<p><b>The lecture. - Free and guided discussions - Task analysis - Problem solving. - -</b>  <b>.Brainstorming</b>  <b>Using presentations - Cooperative learning - Questions and discussions .- - -</b>  <b>Following the explanation and clarification method for study vocabulary. - -</b>  <b>dialogue. - Homework and discussing it</b></p>	



**51. Course Structure**

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>.Short tests -</b>	<b>.Active learning -</b>	<b>The nature of play and its meaning</b>	<b>The student learns about the nature of play and its meaning</b>	<b>3</b>	<b>1</b>
<b>Objective and .essay written tests -</b>	<b>Cooperative .learning -</b>	<b>Islam's perspective on play</b>	<b>The student learns about Islam's perspective on play</b>	<b>3</b>	<b>2</b>
<b>Writing short .reports -</b>	<b>.Brainstorming -</b>	<b>.Play in early childhood</b>	<b>The student learns about .play in early childhood</b>	<b>3</b>	<b>3</b>
<b>.Achievement files -</b>	<b>Free and guided .discussions -</b>	<b>Play and areas of human development (physical-motor, emotional, social, .(cognitive, moral, linguistic</b>	<b>The student learns about play and areas of human development (physical-motor, emotional, social, cognitive, moral, .(linguistic</b>	<b>3</b>	<b>4</b>
<b>.Short tests -</b>	<b>.Task analysis -</b>	<b>.First month exam</b>	<b>.First month exam</b>	<b>3</b>	<b>5</b>
<b>Objective and .essay written tests -</b>	<b>.Problem-solving -</b>	<b>Factors influencing play</b>	<b>The student learns about the factors influencing play</b>	<b>3</b>	<b>6</b>
					<b>7</b>
<b>Objective and .essay written tests -</b>	<b>.Brainstorming -</b>	<b>Play theories (summative – (surplus energy</b>	<b>The student learns about play theories (summative (surplus energy –</b>	<b>3</b>	<b>8</b>

Writing short - .reports	Free and guided - .discussions	Game Theories Preparation for Life – ) (Psychoanalysis – Piaget	The student learns about play theories (preparation for life – psychoanalysis – (Piaget	3	9
.Achievement files -	.Task analysis -	Forms and Types of Play	The student learns about the forms and types of play	3	10
.Short tests -	.Problem-solving -	Second Month Exam	Second Month Exam	3	11
Writing short - .reports	Free and guided - .discussions	Forms and Types of Play	The student learns about the forms and types of play	3	12
.Achievement files -	.Task analysis -	Practical Models of Games	The student learns about practical models of games	3	13
					14
Objective and - essay written tests	.Brainstorming -	Specifications of Games in Kindergarten	The student learns about the specifications of games .in the kindergarten stage	3	15
52. Course evaluation					
<b>Assessment</b>				Grade Criteria	
<b>Formative</b>		<b>Summative</b>			
Grade	Assessment Methods	Grade	Assessment Methods	<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>	
%1	Daily Exams	20	First month theoretical exam		
%1	Seminars	15	Second month's theoretical exam		
%1	Reports		Semester Practical Assessment		
%1	Participation		Final Practical Exam		
%1	Voluntary work	60	Final Theoretical Exam		
%5		%95		Total grades )100%(	
53. Learning and Teaching Resources					

**Psychology of Play in Children - Fadl Salama--1**  
**Psychology of Play and Its Impact on Children's Learning – Nabil Abdul Hadi -2**

## Secondly. Course Description

<b>Course Name: Psychology of Creativity .1</b>	
<b>54.Course Code</b>	
<b>55.Grade / Year: Second Grade / Second Semester 2026</b>	
<b>56.Date of Preparation of this Description: 6/4/2026</b>	
<b>57.Available Attendance Forms: In-person</b>	
<b>58.Total Hours and Credit Units: 3 (15 weeks)</b>	
<b>59.Name of the course coordinator</b>	
<b>Email</b>	<b>Name</b>
<b>kahera-sewan@alameed.edu.iq</b>	<b>Dr. Cairo Alwan Saywan</b>
<b>60.Course Objectives</b>	
<p>The course aims to introduce the concept of creativity and its main –1 – axes: the creative process; the creative person; the environment of creativity, its foundations, elements, models, trends of study, methods and tools for measurement, influencing factors; the main issues and problems related to .creativity; and the social role of the gifted</p> <p>Preparing the scientific material in the field of the psychology of – 2 creativity, which includes the study of creativity and creative elements, the needs of individuals, and the guidelines that should be followed by families and kindergarten teachers when dealing with kindergarten children, as well as the roles of kindergarten teachers and how to apply them effectively in .reality</p> <p>Identifying the characteristics and traits that distinguish kindergarten – 3 children and the practices followed by each family, along with the .entertaining methods used to develop these habits healthily in children</p>	

### **61. Teaching and Learning Strategies**

**Lectures. - Free and guided discussions - Task analysis - -  
.Problem-solving. - Brainstorming**

**Using presentations. - Cooperative learning - Questions and -  
.discussions. - Collaborative learning**

**- Following the explanation and clarification method for study vocabulary. -  
Lectures - Discussions and asking questions within the classroom to open  
the door for dialogue. - Homework and discussing it.**

<b>62. Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Name of the unit or topic</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>.Short tests -</b>	<b>.Active learning -</b>	<b>The concept of general and specific creativity</b>	<b>Understanding the concept of creativity</b>	<b>3</b>	<b>1</b>
<b>Objective and - .essay written tests</b>	<b>Cooperative - .learning</b>	<b>The essential components of creative ability (fluency, .(flexibility, originality, details</b>	<b>Identifying the essential components of creative ability</b>	<b>3</b>	<b>2</b>
<b>Writing short - .reports</b>	<b>.Brainstorming -</b>	<b>The relationship between creativity, intelligence, .personality, and achievement</b>	<b>The student's recognition of the relationship between creativity, intelligence, .personality, and achievement</b>	<b>3</b>	<b>3</b>
<b>Achievement - .files</b>	<b>Free and guided - .discussions</b>	<b>-Stages and levels of creative growth.</b>	<b>-Stages and levels of creative growth.</b>	<b>3</b>	<b>4</b>
<b>.Short tests -</b>	<b>.Task analysis -</b>	<b>Foundations of creative .advancement</b>	<b>The student's recognition of the foundations of creative .advancement</b>	<b>3</b>	<b>5</b>
<b>Objective and - .essay written tests</b>	<b>.Problem-solving -</b>	<b>The family and its role in .developing creativity</b>	<b>The student's recognition of the family and its role in .developing creativity</b>	<b>3</b>	<b>6</b>
<b>.First month exam</b>					<b>7</b>
<b>Objective and - .essay written tests</b>	<b>.Brainstorming -</b>	<b>The teacher and her role in .developing creativity</b>	<b>The student's recognition of the teacher and her role in .developing creativity</b>	<b>3</b>	<b>8</b>
<b>Writing short - .reports</b>	<b>Free and guided - .discussions</b>	<b>The teacher's role in training children for creativity</b>	<b>The student's recognition of the teacher's role in training children for creativity</b>	<b>3</b>	<b>9</b>

Achievement - .files	.Task analysis -	Methods to identify .children's creativity	The student's recognition of methods to identify .children's creativity	3	10
.Short tests -	.Problem-solving -	Providing students with examples of measurement tools, specifically	The student's recognition of providing students with examples of measurement tools, specifically	3	11
Writing short - .reports	Free and guided - .discussions	Characteristics of creative students	The student's recognition of the characteristics of creative students	3	12
Achievement - .files	.Task analysis -	The psychological schools that addressed creativity	The student's recognition of the psychological schools that addressed creativity	3	13

<b>Second Month Exam</b>					<b>14</b>
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Objective and -	.Brainstorming -	Methods for Developing Creativity and Morphological Analysis – Brainstorming	Methods for Developing Creativity and Morphological Analysis – Brainstorming	3	15
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<b>63. Course evaluation</b>					
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<b>Assessment</b>				<b>Grade Criteria</b>	
<b>Formative</b>		<b>Summative</b>			
Grade	Assessment Methods	Grade	Assessment Methods	<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>	
%1	Daily Exams	20	First month theoretical exam		
%1	Seminars	15	Second month's theoretical exam		
%1	Reports		Semester Practical Assessment		

%1	Participation		Final Practical Exam	
%1	Voluntary work	60	Final Theoretical Exam	
%5		%95		Total grades )100%(

65. Learning and Teaching Resources

- **Mamdouh Al-Kanani (2005) - The Psychology of Creativity and Methods of Development - Dar Al-Masira - Amman**
- **Nayef Qatami - Mayouf Al-Sabie (2008) - Six Thinking Hats for the Basic Stage - De Bono Printing, - Publishing, and Distribution - Amman**
- **Nadia Al-Sarour (2005) - Teaching Thinking in the School Curriculum - Dar Al-Fikr - Amman -**

Secondly. Course Description

<b>Course Name: The Psychology of Education .1</b>	
66. Course Code	
67. Semester/Year: <b>Second Grade / First Semester 2025-2026</b>	
68. Date of Preparation of this Description: 3/4/2026	
69. Available Attendance Forms: In-Person	
70. Total Credit Hours and Units: 2	
71. Name of the course coordinator	
Email	Name
<a href="mailto:kahera-sewan@alameed.edu.iq">kahera-sewan@alameed.edu.iq</a>	Dr. Cairo Alwan Siwan
72. Course Objectives	

- .Students will learn about the concept of education -**
- .Students will learn: about the history of research in the field of education-2**
- .Students will learn: about the educational laws according to some scholars-3**
- .Students will learn: about the educational applications of learning theories-4**

### 73. Teaching and Learning Strategies

- Lecture. - Free and guided discussions - Task analysis - Problem-solving. - -**
- .Brainstorming**
- Using presentations. - Cooperative learning - Questions and discussions. - -**
- .Collaborative learning**
- Following the method of explanation and clarification of study vocabulary. -**
- Lectures - Discussions and asking questions in the classroom to open the door for**
- dialogue. - Homework and discussion.**

**74. Course Structure**

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>H o u r s</b>	<b>Week</b>
<b>.Short tests -</b>	<b>Active -</b>	<b>Education, its meaning, definition, .and principles</b>	<b>The student learns about education, its meaning, .definition, and principles</b>	2	1
<b>Objective and - .essay written tests</b>	<b>Cooperative - .learning</b>	<b>Methods of learning and teaching / .understanding the learner</b>	<b>The student learns about the methods of learning and teaching / understanding the .learner</b>	2	2
<b>Writing short - .reports</b>	<b>- Brainstormin .g</b>	<b>Learning and Learning Community</b>	<b>The student learns about learning and the learning .community</b>	2	3
<b>Achievement - .files</b>	<b>Free and - guided .discussions</b>	<b>How children learn</b>	<b>The student learns about how children learn</b>	2	4
<b>.Short tests -</b>	<b>Task - .analysis</b>	<b>Instructional design, and what is meant by design, the science of design</b>	<b>The student learns about</b>	2	5

			<b>instructional design, and what is meant by design, the science of design</b>		
<b>Objective and - essay written tests</b>	<b>Problem- -solving</b>	<b>The importance of the science of design</b>	<b>The student learns about the importance of the science of design</b>	2	6
<b>2</b>					7
<b>Objective and - essay written tests</b>	<b>- Brainstorming</b>	<b>Instructional design models, the Gagne and Briggs model</b>	<b>The student learns about instructional design models, the</b>	2	8

			<b>Gagne and Briggs model</b>		
<b>Writing short - .reports</b>	<b>Free and - guided .discussions</b>	<b>The Dick model</b>	<b>The student learns about the Dick model</b>	<b>2</b>	<b>9</b>
<b>Achievement - .files</b>	<b>Task - .analysis</b>	<b>Camp model, Rubric model</b>	<b>The student learns about the Camp model, the Rubric model</b>	<b>2</b>	<b>10</b>
<b>.Short tests -</b>	<b>Problem- - .solving</b>	<b>Arabic models</b>	<b>The student learns about Arabic models</b>	<b>2</b>	<b>11</b>
<b>Writing short - .reports</b>	<b>Free and - guided .discussions</b>	<b>General concepts in kindergarten Meaning of the concept and its characteristics</b>	<b>The student learns about general concepts in</b>	<b>2</b>	<b>12</b>

			<b>kindergarten Meaning of the concept and its characteristics</b>		
<b>Achievement - .files</b>	<b>Task - .analysis</b>	<b>Stages of concept - development in children Piaget's theory</b>	<b>The - student learns about the stages of concept development in children Piaget's theory</b>	<b>2</b>	<b>13</b>
<b>2</b>					<b>14</b>
<b>Objective and - essay written tests</b>	<b>.Brainstorming -</b>	<b>Educational Applications in Educational Psychology</b>	<b>The student is familiar with educational applications in the .psychology of education</b>	<b>2</b>	<b>15</b>
<b>75. Course evaluation</b>					
<b>Assessment</b>				<b>Grade Criteria</b>	
<b>Formative</b>		<b>Summative</b>			
Grade	Assessment Methods	Grade	Assessment Methods		
				- Excellent )90-100(	

%1	Daily Exams	20	First month theoretical exam	<ul style="list-style-type: none"> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>
%1	Seminars	15	Second month's theoretical exam	
%1	Reports		Semester Practical Assessment	
%1	Participation		Final Practical Exam	
%1	Voluntary work	60	Final Theoretical Exam	
%5		%95		

**76. Learning and Teaching Resources**

**Theories of Learning and Teaching  
Theories of Personality / Hollandsy / 2004 -2**

Course Name: Social Psychology .1	
77. Course Code: In-person	
78. Semester / Year: Fourth / Second Stage / 2025 – 2026	
79. Date of Preparation of this Description: 5/3/2026	
80. Available attendance forms: In-person	
81. Total Credit Hours and Units: 2 Hours / 2 Units	
82. Name of the course coordinator	
Email	Name
hasanain.a@ alameed.edu.iq	Prof. Dr. Hasnain Adnan Murtadha
83. Course Objectives	
<p><b>6- Students will learn about: The Concept of Social Psychology</b>  <b>.The students will learn about: the fields of social psychology -2</b></p> <p><b>The students will learn about: the importance of social psychology in the -3</b>  <b>.field of education</b></p> <p><b>.The students will learn about: the concept of psychological attitudes -4</b>  <b>.The students will learn about: social interaction -5</b></p>	
84. Teaching and Learning Strategies	
<p><b>Lecture method – Discussion method – Problem–solving method – Interrogation method –</b>  <b>Role–playing method – Inductive method (from whole to part) – Insight method –</b>  <b>.Brainstorming – Working within a team – Group and individual exercises</b></p>	

### 85. Course Structure

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or topic name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
Written Tests	Brainstorming	The concept of social psychology	Achieving the five basic levels of Bloom's taxonomy (Knowledge – Comprehension – Application – Synthesis – Analysis) through Empowering the student to understand the .concept of social psychology	3	1
Attendance and active .participation during the lecture	Group and individual training	The origin of social psychology	Empowering the student to understand the .origin and development of social psychology	3	1
Activities and Training	Working within a single .team	Fields of social psychology	Empowering female students to recognize the fields of social psychology	3	3
Homework	Brainstorming	Importance of social psychology	Empowering female students to recognize the importance of social psychology in various fields (education - teaching - mental (.health - psychotherapy - social work, etc	3	4
Activities and Training	Dialogue and discussion	Concept of a group and its characteristics	Empowering female students to understand the concept of a group, its characteristics, .and its roles	3	5
Written test	////////////////////	First Month Exam	Discussion and dialogue in the field of social psychology	3	6
Open book tests	Collaborative Learning	Social Interaction	Concept of social interaction and interpretation of theories	3	7
Presentation of working papers	Insight	Social Roles	The number and distribution of social roles..	3	8
Homework	Dialogue and discussion	Social Interaction	.The concept of social interaction, its forms, .and the influencing factors	3	9
Attendance and Active Participation During the Lecture	Problem–Solving Approach	Social Values	The concept of values, their classification, .impact on behavior, and their importance	3	10

Written Test	////////////////////	<b>Second Month Exam</b>	<b>Developing Basic Skills for Dealing with - .. Children</b>	<b>3</b>	<b>11</b>
<b>Attendance and Active Participation During the Lecture</b>	<b>Public Speaking, Dialogue, and Discussion</b>	<b>Psychological Trends</b>	<b>The concept of psychological attitudes and - the factors influencing them</b>	<b>3</b>	<b>12</b>
<b>Homework</b>	<b>Brainstorming</b>	<b>Public Opinion</b>	<b>The Concept of Public Opinion and Its Types</b>	<b>3</b>	<b>13</b>
<b>Attendance and active .participation during the lecture</b>	<b>Group and individual training</b>	<b>Leadership</b>	<b>The Concept of Leadership and Leadership Theories</b>	<b>3</b>	<b>14</b>

### 86. Course evaluation

Assessment				Grade Criteria
Formative		Summative		
Grade	Assessment Methods	Grade	Assessment Methods	<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>
%5	Daily Exams	15	First month theoretical exam	
%1	Seminars	15	Second month's theoretical exam	
%2	Reports	/	Semester Practical Assessment	
%1	Participation	/	Final Practical Exam	
%1	Voluntary work	60	Final Theoretical Exam	
%10		%90		

### 87. Learning and Teaching Resources

**.Lectures on Social Psychology According to the Curriculum Approved by the University**  
**.Some Related Books on the Subject, Including Social Psychology**

Course Name .1	
Curricula and Textbooks - Second Stage, Third Semester	
88. Course Code	
89. Chapter / Year	
First Semester 2025-2026	
90. Date of preparation of this description	
2025/12/12	
91. Available attendance formats	
Weekly	
92. Total number of hours and credit units	
30	
93. Name of the course coordinator	
Email	Name
missgofran07826494170@gmail.com	Dr. Ghufraan Muhammad Jahadi
94. Course Objectives	

The study of curricula and textbooks at the university level aims to achieve a set of important educational and :scientific goals, the most prominent of which are

1. Understanding the foundations of university curriculum development
  - Recognizing the philosophy underlying the curriculum.
- Understanding its components: objectives, content, teaching methods, and assessment techniques.
2. Analyzing university textbooks and courses
  - Evaluating the appropriateness of the content for the students' level.
  - Ensuring the information is current and scientifically accurate.
  - Identifying the strengths and weaknesses of the university textbook.
3. Developing Critical and Evaluation Skills
  - Developing the ability to analyze curricula scientifically and educationally.
- Proposing improvements that contribute to enhancing the quality of the educational process.
4. Linking the curriculum to the needs of the community and the labor market
  - Ensuring that the curricula contribute to preparing qualified graduates.
  - Aligning the content with scientific and technological developments.
5. Contributing to the development of the educational process
  - Improving the design of university curricula.
- Supporting the quality of higher education and enhancing its efficiency.
6. Preparing students specialized in the educational field
  - Qualifying them to work in curriculum development.
- Enabling them to participate in book preparation or evaluation committees.

In summary, the study of curricula and textbooks at the university level aims to improve the quality of higher .education and ensure its alignment with academic standards and community needs

<p>Problem-Based Learning -1</p> <p>Project-Based Learning -2</p> <p>.Cooperative Learning -3</p> <p>.Brainstorming Strategy -4</p> <p>.Discovery Learning -5</p> <p>Analysis of Previous Studies -6</p> <p>.Simulation and Practical Application -7</p> <p>Self-Directed Learning -8</p> <p>Discussion and Dialogue -9</p>
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<b>96. Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Test</b>	<b>Discussion and .Dialogue Method</b>	<b>Axis One, Curricula</b>	<b>Axis One, Curricula</b>	<b>hours 3</b>	<b>1</b>
<b>Tests</b>	<b>Discovery Learning .Method</b>	<b>Axis Two, Foundations of Curricula</b>	<b>Axis Two, Foundations of Curricula</b>	<b>hours 3</b>	<b>2</b>
<b>Tests</b>	<b>Discussion and Dialogue Method and Self-Directed .Learning</b>	<b>Axis Three, Elements of the School Curriculum</b>	<b>Axis Three, Elements of the School Curriculum</b>	<b>hours 3</b>	<b>3</b>
<b>Tests</b>	<b>Test</b>	<b>Test</b>	<b>Test</b>	<b>hours 3</b>	<b>4</b>
<b>Tests</b>	<b>Simulation and .Practical Application</b>	<b>Preparation of Reports and Research</b>	<b>Preparation of Reports and Research</b>	<b>hours 3</b>	<b>5</b>
<b>Tests</b>	<b>Test</b>	<b>Test</b>	<b>Test</b>	<b>hours 3</b>	<b>6</b>

<b>Tests</b>	<b>Discussion, Dialogue, and Self-Learning .Method</b>	<b>Axis Five, Curriculum Evaluation</b>	<b>Axis Five, Curriculum Evaluation</b>	<b>hours 3</b>	<b>7</b>
<b>Tests</b>	<b>Test</b>	<b>Test</b>	<b>Test</b>	<b>hours 3</b>	<b>8</b>
<b>Tests</b>	<b>Simulation and .Practical Application</b>	<b>Preparation of Reports and Research</b>	<b>Preparation of Reports and Research</b>	<b>hours 3</b>	<b>9</b>
<b>Tests</b>	<b>Test</b>	<b>Test</b>	<b>Test</b>	<b>hours 3</b>	<b>10</b>
<b>Tests</b>	<b>Discovery Learning, Discussion, and .Dialogue Method</b>	<b>Axis Six, Curriculum Development</b>	<b>Axis Six, Curriculum Development</b>	<b>hours 3</b>	<b>11</b>
<b>Tests</b>	<b>Discussion, Dialogue, and Self-Learning .Method</b>	<b>Axis Seven, Textbook</b>	<b>Axis Seven, Textbook</b>	<b>hours 3</b>	<b>12</b>
<b>Tests</b>	<b>Discussion, Dialogue, and Self-Learning .Method</b>	<b>Axis Seven, Textbook</b>	<b>Axis Seven, Textbook</b>	<b>hours 3</b>	<b>13</b>
<b>Tests</b>	<b>Test</b>	<b>Test</b>	<b>Test</b>	<b>hours 3</b>	<b>14</b>
<b>Tests</b>	<b>Simulation and .Practical Application</b>	<b>Preparation of Reports and Research</b>	<b>Preparation of Reports and Research</b>	<b>hours 3</b>	<b>15</b>
<b>97. Course evaluation</b>					
<b>Assessment</b>				<b>Grade Criteria</b>	
<b>Formative</b>		<b>Summative</b>			
Grade	Assessment Methods	Grade	Assessment Methods	<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>	
%1	Daily Exams	15	First month theoretical exam		
%1	Seminars	15	Second month's theoretical exam		

%1	Reports	10	Semester Practical Assessment	
%1	Participation		Final Practical Exam	
%1	Voluntary work	60	Final Theoretical Exam	
%5		%95		Total grades )100%(

#### 98. Learning and Teaching Resources

Curricula and Textbooks, authored by Raed Ramthan Hussein Al-Tamimi, Al-Sadiq Cultural Foundation, 2018

.Textbook, Ahmed Anwar Omar, Riyadh, 1980

Course Name .1	
Scientific and Mathematical Experiences	
2. Course Code	
3. Chapter / Year	
Chapter Five, Year 2025/2026	
4. Date of preparation of this description	
2026/1/30	
5. Available attendance formats	
In-person	
6. Total number of hours and credit units	
hours 2 units 2	
7. Name of the course coordinator	
Email	Name
hadeelalhusseini749@gmail.com	Hadeel Ghali Zain Mansour Al-Husseini
8. Course Objectives	

The first course: Scientific and Sports Experiences / Subject: Second Course \_1

The course aims to discuss and study experiences and teach students to use various -2  
.skills and activities related to practical and sports experiences

.Introduction to the concepts of sports and scientific experiences -3

.Introduction to the advantages of scientific and sports experiences -4

.Evaluating and teaching children the concepts of practical and sports activities -5

.Recognizing the fields of practical and sports experiences -6

.Recognizing the basic concepts in sports and scientific construction -7

Preparation and groups. Geometric shapes, measurement, area, time, place, and  
directions

Recognizing trial and error in acquiring mathematical and scientific experiences - 8

## 9. Teaching and Learning Strategies

Explanation on the board - 1
Group discussions - 2
Homework assignments - 3
Brainstorming - 4
Brainstorming - 5
Presenting reports on the topics covered in the lecture - 6
Daily open exam to discuss ideas - 8
Preparing a PowerPoint presentation for students - 9
The costs of female students searching for other answers in the study -10

**Course Name: Specialized Teaching Methods .1**

**99.Course Code**

**100. Semester / Year: Seventh Semester / First Academic Semester 2026**

**101. Date of Preparation of this Description: 2025/2026**

**102. Available Attendance Forms: In-person**

**103. Total Hours and Credit Units: 3 (15 weeks)**

<b>104. Name of the course coordinator</b>	
<b>Email</b>	<b>Name</b>
<b>kahera-sewan@alameed.edu.iq</b>	<b>Dr. Cairo Alwan Saywan</b>
<b>105. Course Objectives</b>	
<p><b>It is expected that after studying the topics of this course, the student</b></p> <p style="text-align: center;"><b>:will be able to</b></p> <ul style="list-style-type: none"> <li>- <b>.Recognize the concept of teaching methods</b></li> <li>- <b>.Clarify the importance of the teaching method</b></li> <li>- <b>Identify the general rules to be considered when choosing a teaching method</b> <ul style="list-style-type: none"> <li>- <b>.Recognize the characteristics of a kindergarten teacher</b></li> <li>- <b>.Identify the competencies required for a kindergarten teacher</b></li> <li>- <b>Determine the roles and responsibilities of a kindergarten teacher upon joining the kindergarten</b></li> </ul> </li> <li>- <b>Familiarity with appropriate teaching and learning methods for the activities presented to the child</b></li> <li>- <b>Recognizing the distinctive characteristics of both cooperative and individual learning</b></li> </ul> <p style="text-align: center;"><b>Training in designing and implementing cooperative lessons</b></p>	

**106. Teaching and Learning Strategies**

**Lectures - Free and guided discussions - Task analysis - Problem-solving - -  
Brainstorming**

**Using presentations - Cooperative education - Questions and discussions - -  
.Cooperative learning**

**- Following the explanation and clarification method for academic vocabulary  
in lectures - Discussions and asking questions within the classroom to open  
the dialogue. - Homework assignments and discussing them.**

				<b>107. Course Structure</b>	
<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Name of the unit or topic</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>.Short tests -</b>	<b>.Active learning -</b>	<b>Contemporary trends in teaching methods for preschool education - 1- Experience-based methods (its concept, characteristics, steps for building it, and methods (of diversity</b>	<b>Contemporary trends in teaching methods for preschool education - 1- Experience-based methods (its concept, characteristics, steps for building it, and methods of (diversity</b>	<b>3</b>	<b>1</b>
<b>Objective and - essay written .tests</b>	<b>Cooperative - .learning</b>	<b>Methods based on linguistic -2 experience and stories</b>	<b>Methods based -2 on linguistic experience and stories</b>	<b>3</b>	<b>2</b>

<b>Writing short - .reports</b>	<b>.Brainstorming -</b>	<b>Deductive Method - Inductive Method</b>	<b>Deductive - ) Inductive , Inference</b>	<b>3</b>	<b>3</b>
<b>Achievement - .files</b>	<b>Free and guided - .discussions</b>	<b>Methods Based on Purposeful Games. 4</b>  <b>Methods Based on Problem -5 Solving in Kindergarten</b>	<b>Methods Based on Purposeful Games. 4</b>  <b>Methods Based -5 on Problem Solving in Kindergarten</b>	<b>3</b>	<b>4</b>
<b>.Short tests -</b>	<b>.Task analysis -</b>	<b>Programs Offered to Kindergarten Children: Child-Centered Programs and Structured Programs</b>	<b>Programs Offered to Kindergarten Children: Child- Centered Programs and Structured Programs</b>	<b>3</b>	<b>5</b>
<b>Objective and - essay written .tests</b>	<b>.Problem-solving -</b>	<b>Classification Programs :Knowledge</b>  <b>Model of programs that focus -1 on the cognitive development of the child</b>  <b>Sensory Programs Model – 2</b>  <b>ModelProgramsThatFocusOn- Directed Exploration -3</b>  <b>a</b>	<b>Classification of Cognitive :Programs</b>  <b>Model of -1 Programs that Focus on the Child's Cognitive Development</b>  <b>Model of - 2 Sensory Programs</b>	<b>3</b>	<b>6</b>

				<b>Model of - Programs that Focus on  Guided -3 Exploration</b>		
Writing - .short reports	.Active learning -	<b>Skinner's theory (operant conditioning)  Types of behavior according to Skinner</b>			<b>First month .exam</b>	<b>7</b>
	<b>Objective and essay written - .tests</b>	<b>- Brainstormi .ng</b>	<b>The role of the kindergarten teacher in the education process</b>	The role of the kindergarten teacher in the education process	<b>3</b>	<b>8</b>
	<b>.Writing short reports -</b>	<b>Free and guided - .discussions</b>	<b>The educational components / Assessment of children in kindergarten</b>	<b>The educational components / Assessment of children in kindergarten</b>	<b>3</b>	<b>9</b>
	<b>.Achievement files -</b>	<b>.Task analysis -</b>	<b>The educational plan, the annual plan, the daily plan, the</b>	<b>The educational plan, the annual plan, the daily plan, the educational experience  Behavioral objectives in the field: cognitive, affective, psychomotor</b>	<b>3</b>	<b>10</b>

		<p><b>educational experience</b></p> <p><b>Behavioral objectives in the field: cognitive, affective, psychomotor</b></p>			
<b>.Short tests -</b>	<b>.Problem-solving -</b>	<p><b>Proposed places to showcase children's experience</b></p> <p><b>Methods used in gathering children</b></p>	<p><b>Proposed places to showcase children's experience</b></p> <p><b>Methods used in gathering children</b></p>	<b>3</b>	<b>11</b>
<b>.Writing short reports -</b>	<b>Free and guided - .discussions</b>	<p><b>The materials and educational tools that facilitate the presentation of experiences to children and enable them to benefit from it</b></p>	<p><b>The materials and educational tools that facilitate the presentation of experiences to children and enable them to benefit from it</b></p>	<b>3</b>	<b>12</b>
<b>.Achievement files -</b>	<b>.Task analysis -</b>	<b>Field trips in early</b>	<b>Field trips in early childhood education</b>	<b>3</b>	<b>13</b>

			<b>childhood education</b>			
Writing - .short reports	.Cooperative learning -	<b>Learning Laws in Gestalt Theory</b>			<b>Second Month Exam</b>	<b>14</b>
	<b>Objective and essay written - tests</b>	<b>.Brainstorming -</b>	<b>Designing a model for a daily educational plan</b>	<b>Designing a model for a daily educational plan</b>	<b>3</b>	<b>15</b>
109. Course evaluation					108. Course evaluation	

				Grade Criteria	
<b>Formative</b>			<b>Summative</b>		
Grade	Assessment Methods	Grade	Assessment Methods		
%1	Daily Exams	20	First month theoretical exam		
			<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> </ul>		

%1	Seminars	15	Second month's theoretical exam	<ul style="list-style-type: none"> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>
%1	Reports		Semester Practical Assessment	
%1	Participation		Final Practical Exam	
%1	Voluntary work	60	Final Theoretical Exam	
%5			%95	Total grades )100%(

**110. Learning and Teaching Resources**

Guide to the comprehensive interactive experience unit curriculum for kindergarten teachers / Ministry of Education. Supporting sources: 1

-The curriculum and contemporary teaching methods / Haidar Abdul Karim Mohsen Al-Zuhairi / 2015

Course Name .1	
Principles of Art Education	
2. Course code 79-BED-DEA_08	
3. Chapter / Year	
Chapter Two, Academic Year 2025/2026	
4. Date of preparation of this description	
On 2026/1/21	
5. Available attendance formats	
In-person	
6. Total number of hours and credit units	
hours 4 units 4	
7. Name of the course coordinator	
Email	Name
hadeelalhusseini749@gmail.com	Hadeel Ghali Zain Mansour Al-Husseini

## 8. Course Objectives

The first course is Art Education / the second course material \_1

The course aims to discuss and study aspects and skills, teaching students to use -2  
.various skills and activities

Introduction to the concepts of the principles of art education -3

Introduction to the stages of aesthetic and creative artistic expression -4

Introducing students to the analysis of children's drawings and their main -5  
characteristics, including primary and secondary colors

Introducing students to manual tools and means of stimulating imagination and their -6  
impact on artistic expression in children

Introduction to the concept of collage and its application in children's artistic expression -7

Introduction to the use of clay and similar materials in shapes, cotton fabric play, and -8  
other reasons

Introducing students to making masquerade masks using colored paper -9

## 9. Teaching and Learning Strategies

Explanation on the board - 1

Group discussions - 2

Homework assignments - 3

Brainstorming - 4

Brainstorming - 5

Presenting reports on the topics covered in the lecture - 6

Daily open exam to discuss ideas - 8

Preparing a PowerPoint presentation for students - 9

The costs of female students searching for other answers in the study -10

### 10. Course Structure

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Name of the unit or topic</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Tests</b>	<b>Discussion and Explanation on the Board</b>	<b>Definition of Art Education</b>	<b>The concept of art education</b>	<b>4</b>	<b>1</b>
<b>Tests</b>	<b>Using the Screen to Display the Board</b>	<b>Concept of Art</b>	<b>Understanding the Importance and Objectives of Art Education</b>	<b>4</b>	<b>2</b>
<b>Choices + Practical</b>	<b>Direct Application of the Practical Aspect</b>	<b>Objectives of Art Education</b>	<b>Characteristics of Childhood with Growth Demands</b>	<b>4</b>	<b>3</b>
<b>Tests</b>	<b>Discussion with Explanation</b>	<b>Characteristics of Art Education</b>	<b>Stages of Artistic Expression in Children</b>	<b>4</b>	<b>4</b>
<b>Tests</b>	<b>Dialogue, discussion, and reports</b>	<b>Age Stages</b>	<b>Using Play in Kindergarten</b>	<b>4</b>	<b>5</b>
<b>Choices</b>	<b>Discussion with Brainstorming</b>	<b>Working Method in Art Education and Drawing</b>	<b>Using Colored Paper, Cutouts, and Glue</b>	<b>4</b>	<b>6</b>
					<b>7</b>
<b>Practical + Tests</b>	<b>PowerPoint presentation explanation</b>	<b>Practical Application of Drawings for Children</b>	<b>Colored and Non-Colored Paper and Cardboard</b>	<b>4</b>	<b>8</b>

Tests	Explanation on the Board and Screen	Cultural Level	Use of Collage	4	9
Tests	Report Evaluation and Slide Presentation	Writing Techniques for Children	Materials and Field Trips	4	10
Tests	PowerPoint and Brainstorming	Using Various Materials and Making Masks	Art Materials	4	11
Tests	Direct Application of the Practical Aspect	Using clay and similar materials to form shapes	Text file and methodological text	4	12
Tests			Fields of art education	4	13
					14
Open test	Explanation on the Board and Screen	Practical applications	Review of the concepts of the principles of art education	4	15
11. Course evaluation					
<b>Assessment</b>				Grade Criteria	
<b>Formative</b>		<b>Summative</b>			
Grade	Assessment Methods	Grade	Assessment Methods	<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>	
1%	Daily Exams	15	First month theoretical		

			cal exam	
1%	Seminars	15	Second month's theoretical exam	
1%	Reports	5	Semester Practical Assessment	
1%	Participation	5	Final Practical Exam	
1%	Voluntary work	60	Final Theoretical Exam	
5%		95%		Total grades )100%(

## 12. Learning and Teaching Resources

- Providing the educational environment -1
- Providing books and educational tools -2
- Acquiring skills and experiences -3
- Recording observations for the students -4
- Diversity in materials and educational resources
- Preparing reports and research -6
- Creating PowerPoint presentations -7
- Characteristics of learners and meeting their needs -8
- Using educational curricula for the subject matter vocabulary -9
- Problem-solving -10

### Course description .

Course name .1	
Psychology of Classroom Thinking	
111. Course Code	
/	
112. Chapter / Year	
Semester	
113. Date of preparation of this description	
2026 /3 /1	
114. Available attendance formats	
Attendance	
115. Total number of hours and credit units	
hours per week 4	
116. Name of the course coordinator	
Email	Name
<a href="mailto:basma.b@uokerbala.edu.iq">basma.b@uokerbala.edu.iq</a>	Basma Burhan Rashid
117. Course Objectives	
<b>.Familiarizing students with the subject of Classroom Thinking Psychology - 1</b>	
<b>.Enabling students to understand the concept of learning and teaching - 2</b>	
<b>.Recognizing the characteristics of a good teacher - 3</b>	
<b>.Interpreting classroom learning in light of models that explain learning - 4</b>	
<b>.Recognizing Ausubel and Piaget - 5</b>	
<b>.Recognizing Bruner and Karl - 6</b>	
<b>.Statement of the Importance of Blended Learning .7</b>	

**.Recognizing electronic tests and enrichment links -8**

**.Understanding thinking and the importance of learning to think -9**

**.Distinguishing between models of thinking -10**

**.Practical applications of thinking learning models and tests -11**

**118. Teaching and Learning Strategies**

**:Using educational models and modern teaching methods, including**

**Learning through discussion**

**Brainstorming**

**Cooperative education**

## 119. Course Structure

## 120.

Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Assigning students short reports on each concept	The lecture method and the brainstorming method	Fundamentals of the psychology of classroom thinking education	Recognizing the basic concepts in the psychology of classroom thinking education	4	1
Oral questions	Lecture method and discussion method	Classroom learning	Understanding the concept of classroom learning	4	2
Oral questions	Lecture method and interrogation method	The classroom as a cognitive and perceptual field	Criteria for a good teacher and the classroom as a cognitive field	4	3
The Written Exam	Cooperative Learning Method	Bruner's model	Interpreting classroom learning according to Bruner's model	4	4
Oral questions	Lecture method and discussion method	Gradual Education for Janiya Model	Janiya Model	4	5
Short Questions and Providing Feedback	Concept Mapping Method	Knowledge of Ausubel and Piaget Models	Meaning-Based Learning and Cognitive Learning	4	6
<b>First Month Exam</b>					<b>7</b>
Oral questions	Discussion Method	The Concept and Importance	Blended Learning	4	8
Assigning students short reports on each concept	The lecture method and the brainstorming method	Design Methods	Enrichment links, electronic tests	4	9
Assigning students activities (conducting developmental research)	Presentations	The Importance of Learning to Think	Thinking	4	10
Short Questions and Providing Feedback	Concept Mapping Method	Thinking Styles	Understanding Thinking Styles	4	11
The Written Exam	Cooperative Learning Method	SCAMPER Model	Thinking Models	4	12
Oral questions	Lecture and Discussion Method	Kolb's Model	Understanding Thinking Models	4	13
<b>Second Month Exam</b>					<b>14</b>
Assigning Students Work Activities	Presentations	Practical Applications	Thinking and Learning Models and Assessments	4	15

## 121. Course evaluation

**Assessment**

<b>Formative</b>	<b>Summative</b>
------------------	------------------

**Grade Criteria**

Grade	Assessment Methods	Grade	Assessment Methods
%1	Daily Exams	15	First month theoretical exam
%1	Seminars	15	Second month's theoretical exam
%1	Reports		Semester Practical Assessment
%1	Participation		Final Practical Exam
%1	Voluntary work		Final Theoretical Exam
%5		%95	

- Excellent )90-100(
- Very Good (80-less than 90)
- Good (70-less than 80)
- Average (60 - less than 70)
- Acceptable (50 - less than 60)
- Poor (less than 50)
Total grades )100%(

**Course .  
description**

122. Learning and Teaching Resources

.Al-Jizani, Mohammed Kazem Jassim (2018): Theories of Learning and Classroom Teaching, Baghdad \_

.Al-Ghareeri, Saadi Jassim Atiyah (2007): Teaching Thinking, Baghdad \_

.Qatami and Qatami, Youssef and Naifa (2000): Psychology of Classroom Learning, Amman \_

Course Name: - Language Development for Kindergarten Children .1
123. Course Code: In-person
124. Semester / Year: - Fourth / Second Stage / 2025-2026
125. Date of Preparation of this Description: 8/3/2026

126. Available attendance forms: In-person	
127. Total hours and credit units: 3 hours / 3 units	
128. Name of the course coordinator	
Email	Name
awatif@alameed.edu.iq	M. M. Awatif Khalil Hussein
129. Course Objectives	
<p><b>7- .Students will learn about the concept of language and its functions</b>  <b>Students will learn: Stages of sound development, speech stage, and -2</b>  <b>theories explaining how language is acquired and the growth of the child's</b>  <b>.vocabulary</b></p> <p><b>.Students will learn: Factors affecting language development -3</b>  <b>Students will learn: Listening and speaking, and preparing the child for -4</b>  <b>.reading</b></p>	
130. Teaching and Learning Strategies	
<p><b>Lecture method – Discussion method – Problem–solving method – Inquiry method – Role–</b>  <b>playing method – Inductive method (from whole to part) – Insight method – Brainstorming –</b>  <b>.Educational film presentations – Teamwork – Group and individual exercises</b></p>	

**131. Course Structure**

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
Written Tests	Brainstorming	Concept of language and its functions	Achieving the five basic levels of Bloom's taxonomy (Knowledge – Comprehension Application – Synthesis – Analysis) – :through  Enabling the student to understand the .basic rules of kindergarten  Empowering female students to reach the top of the pyramid by instilling core .values and principles in sports	3	1
Attendance and active participation during the .lecture	o Group and individual training	Stages of sound development and .the stage of speech	Enabling the student to understand the basic rules of kindergarten	3	2
Activities and Training	o Working within a single team	Theories explaining how language is acquired and the growth of the child's vocabulary	Enabling students to apply the learned ideas in practical life	3	3
Homework	o Showing educational films	Factors affecting language development	Empowering students to analyze skills and ideas into something practical and tangible	3	4
Activities and Training	o Dialogue and discussion		:Subject-specific skills  Skills for expressing acquired values .1	3	5
////////////////////	////////////////////	First Month Exam	Discussion and dialogue in the field of kindergarten	3	6
					7
Open book tests	Collaborative learning	Listening	Skills of criticism and solving life problems	3	8

Presentation of working papers	Insight	Speaking	Skills in dealing with modern technology and using it in the field of specialization.	3	9
Homework	o Dialogue and discussion	Preparing the Child for Reading	Skills for Building Appropriate Tests and Measures for Kindergarten Children	3	10
////////////////////	////////////////////	Second Month Exam	Thinking Skills	3	11
Attendance and Active Participation During the Lecture	Problem-Solving Approach	Developing Visual Skills	Developing Basic Skills for Dealing with - .. Children	3	12
Attendance and Active Participation During the Lecture	Presentation, dialogue, and discussion	Developing Language Skills for Preschool Children	Developing the spirit of acceptance for the - kindergarten profession	3	13
					15

132. Course evaluation

Assessment				Grade Criteria
Formative		Summative		
Grade	Assessment Methods	Grade	Assessment Methods	
%5	Daily Exams	15	First month theoretical exam	<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>
%1	Seminars	15	Second month's theoretical exam	
%2	Reports	/	Semester Practical Assessment	
%1	Participation	/	Final Practical Exam	
%1	Voluntary work	60	Final Theoretical Exam	

%10	%90	Total grades )100%(
133. Learning and Teaching Resources		
<p data-bbox="352 212 1724 245" style="text-align: center;"><b>.Language Development Lectures According to the Curriculum Approved by the University</b></p> <p data-bbox="327 272 1745 305" style="text-align: center;"><b>.Some related books on the subject include developing language skills for preschool children</b></p>		

Course Name: Physiological Psychology .1	
134. Course Code	
135. Semester / Second Year (Third Semester)	
136. Date of Preparation of this Description: 9/3/2026	
137. Available Attendance Forms: In-Person	
138. Total Hours and Credit Units: Hours (3) Units )3(	
139. Name of the course coordinator	
Email	Name
<a href="mailto:Drazhar.alzuorfe@gmial.com">Drazhar.alzuorfe@gmial.com</a>	Dr. Azhar Ali Mahdi Al-Zurfi
140. Course Objectives	
<p>The objectives of the course include understanding the neuron and its main components, the key hormones secreted by endocrine glands, and the relationship between physiological psychology and neuroscience along with their main branches. The goal of studying physiological psychology, the physiological factors in personality development, the nervous system and its types and classifications, the components of the nervous system, the nature of communication between neurons, the components of the brain, emotional states and .associated areas, and the brain systems that support memory</p>	
141. Teaching and Learning Strategies	
.Dialogue, discussion, question and answer, brainstorming, concept maps	

142. Course Structure

Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
.Feedback	Discussion	The history of physiological psychology and its branches	Physiological Psychology	3	1
.Exam	.Dialogue	Psychology and its branches, fields of application of psychology, the goal of physiological psychology	The relationship between psychology and physiological psychology	3	2
.Exam	Discussion and Q&A	Personality, heredity, constitution, family and socialization methods, cultural and social influences, the nervous system, and basic units	The important physiological and biological factors in personality development	3	3
.Exam	.Dialogue	Components of the nervous system, its sections, the functions of the lobes in the nervous system, the nature of communication between neurons	Classification of the Neuron	3	4
Feedforward	Discussion	The brain, cerebellum, illustration of the brain membranes	The four cerebral lobes	3	5

.Exam	Concept maps	The frontal lobe, the parietal lobes, the occipital lobes, the temporal lobes	The brain in a state of arousal and association areas	3	6
.Exam					7
.Exam	.Dialogue	Memory, how memory stores information, and where information is stored, types of memory	The brain devices that serve memory	3	8
Feedforward	Question and Answer	Sensory organs, sensory modalities, sensory receptors, types of receptors, visual system, sensory system, auditory ,system	Senses	3	9
.Exam	Discussion	Fourier Analysis, sensory neuroscience, cognitive biology, human sensation, multi-modal perception and media	Sensory Adaptation	3	10
Feedforward	.Dialogue	Their importance, secretions, endocrine glands in human life, their functions, pituitary gland, its hormones, sex glands	Endocrine Glands	3	11
.Exam	Discussion	Their functions, health risks, thyroid glands and anatomical characteristics,	Adrenaline and ,thyroid gland	3	12

		their function, hormone production			
.Exam	Question and Answer	Its functions, the pancreas and digestion, the pineal gland, construction and formation, its hormones	Pancreas	3	13
.Exam					14
.Exam	Discussion	Its function, physiological psychology and learning, emotions, the nine emotions of Silvan Tomkins, motivations	The Thymus Gland	3	15

**143. Course evaluation**

Assessment				Grade Criteria
Formative		Summative		
Grade	Assessment Methods	Grade	Assessment Methods	
%1	Daily Exams		First month theoretical exam	- Excellent )90-100(
				- Very Good (80-less than 90)
				- Good (70-less than 80)
				- Average (60 - less than 70)
				- Acceptable (50 - less than 60)
				- Poor (less than 50)
%1	Seminars		Second month's theoretical exam	

%1	Reports		Semester Practical Assessment	
%1	Participation		Final Practical Exam	
%1	Voluntary work		Final Theoretical Exam	
%5		%95		Total grades )100%(

144. Learning and teaching resources: Zahraan Hamid Abdul Salam (2005) Developmental Psychology – Childhood and Adolescence, Ahmed Mohammed Abdul Khalek (2001) Foundations of Physiological Psychology, Farouk Mohammed Al-Rousan (2000) Introduction to Physiological Psychology

<b>Course Name: Physical Education .1</b>
<b>145. Course Code</b>
<b>146. Semester/Year: First Stage (First Semester)</b>

**147. Date of preparation of this description: 8/3/2026**

**148. Available Attendance Forms: In-Person**

**149. Total number of hours and credit units: Hours (3) Units )3(**

**150. Name of the course coordinator**

<b>Email</b>	<b>Name</b>
<b>Deazhar.alzuorfe@gmial.com</b>	<b>Dr. Azhar Ali Mahdi Al-Zurfi</b>

**151. Course Objectives**

**The course aims to understand the concept of motor education and how to learn through movement, along with the specific goals for the child learner and the teacher, in addition to the objectives of motor education, types and forms of movements, the concept of skill and its types, characteristics of motor development in preschool children, and manifestations of motor skills in children in general. It also includes definitions by theorists of motor education, characteristics of the educator, and the moral, cultural, social, psychological, and professional traits, in addition to the professional competence of preschool teachers and the most important programs offered to preschool children, as well as the key activities provided to preschool children and methods of teaching motor education, movement stories, and movement .games**

**152. Teaching and Learning Strategies**

**Dialogue - Discussion - Question and Answer - Small Project Method**

**153.Course Structure**

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
Feedback	Dialogue	Its definition, concept, and foundations of motor education	Understanding motor education	3	1
Exam	Discussion	Goals of motor education - Specific goals for the learner - Social goals - The scientific foundations of motor education	Understanding general, specific, social, psychological, health, and emotional goals	3	2
Feedback	Small Projects Method	Definitions given to motor education by theorists - Types of movement, measurement of movement, and stages of movement formation	Understanding the concept of motor education from the perspective of some theorists and its types	3	3
.Exam	Discussion	Definition of skill – Types of skill – Nature of sports skill and the most important classifications of motor skill	Identifying skill, its types, nature, and classification	3	4
.Exam	.Dialogue	Characteristics of motor development in preschool children – Aspects of children's motor skills - The most important basic skills for physical education	Recognizing the development and motor growth of preschool children	3	5
Feedback	Question and Answer	The main objectives of physical education and the social, psychological, and emotional goals, as well as the characteristics of physical education	Recognizing the objectives of physical education	3	6
.Exam					7

Exam	Discussion	Harro's classification of movements and their levels - The teacher's role in motivation and stimulation	Recognizing the divisions of physical education in the psychomotor field	3	8
.Exam	Brainstorming	Definition of the childcare provider – Characteristics and qualities of the childcare provider – The characteristics that should be present in a kindergarten teacher and the most important personal, social, psychological, and intellectual traits	Understanding the concept of a childcare provider and its educational characteristics	3	9
Feedback	Discussion	Moral characteristics – Professional competence – Scientific competence Human relationships and – organization – Assessment competence	Recognizing the characteristics and moral traits of the childcare provider	3	10
Feedback	.Dialogue	Learning motor skills – The essential factors that contribute to the success of the motor education curriculum	Understanding programs in motor education	3	11
.Exam	Discussion and dialogue	Types – Steps for its implementation and the important points to consider when preparing the motor story – Examples of the motor story	Recognizing the motor story	3	12
.Exam	Brainstorming and Dialogue	The importance of physical activities in building a child's perception of their body structure – Teaching methods for physical education – The role of the teacher in engaging in enjoyable activities	Recognizing the most important motor activities offered to children in kindergarten	3	13
<b>Second Exam</b>					<b>14</b>

.Exam	Question and Answer	Its Importance - Objectives - Features - Characteristics - Types - Tools - Examples	Small Games	3	15
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**154.Course evaluation**

Assessment				Grade Criteria
Formative		Summative		
Grade	Assessment Methods	Grade	Assessment Methods	
%1	Daily Exams		First month theoretical exam	- Excellent )90-100( - Very Good (80-less than 90) - Good (70-less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) - Poor (less than 50)
%1	Seminars		Second month's theoretical exam	
%1	Reports		Semester Practical Assessment	
%1	Participation		Final Practical Exam	
%1	Voluntary work		Final Theoretical Exam	
%5		%95		Total grades )100%(

**155.Learning and Teaching Resources**

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Course Name: Teaching Thinking .1

156. Course Code	
157. Class/Year: Third Year, Fifth Semester	
158. Date of Preparation of this Description: 9/3/2026	
159. Available Attendance Forms: In-Person	
160. Total Hours and Credit Units: Hours (3) Units )3(	
161. Name of the course coordinator	
Email	Name
Drazhar.alzuorfe@gmial.com	Dr. Azhar Ali Mahdi Al-Zarfi
162. Course Objectives	

This course aims to learn thinking and its skills, the stages of thinking, the features of Islamic thought compared to pagan ideas, methods of Islam in encouraging thinking, examples of thinkers, the role of philosophers, the definition and nature of thinking, language and thinking, the importance of teaching thinking skills, thinking learning programs, the importance of teacher values in developing thinking skills, learning strategies, how thinking occurs, thinking and skill, the relationship between thinking and intelligence, behavioral trends, cognitive trends, Montessori trends, Ausubel and Froebel trends, Hilda .Taba's model for developing thinking, aspects of thinking in children

### 163. Teaching and Learning Strategies

Dialogue, discussion, Q&A, brainstorming, concept maps

164. Course Structure

Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
.Exam	.Dialogue	The historical development of thinking learning, stages of interest in thinking, honoring humans with intellect and thought, the characteristics of Islamic thought compared to pagan ideas, methods of Islam in calling to think	Recognizing thinking learning	3	1
.Exam	Discussion	The Mother of the Believers, Umm Salama, may Allah be pleased with her, and Al-Habbab ibn Al-Mundhir, may Allah be pleased with him	Recognizing the models of thinkers in the era of prophecy (the Mother of the Believers, Umm (Salama	3	2
Feedback	Brainstorming	Definition - nature - language and thinking - characteristics	Recognizing thinking	3	3

.Exam	Discussion	Developing thinking skills, thinking education programs, the importance of teacher or school values in learning to think	Recognizing the importance of teaching thinking skills	3	4
.Exam	Question and Answer	Brainstorming, problem-solving, exploratory learning, mind mapping, the importance of developing thinking skills among students	Recognizing strategies for teaching thinking	3	5
Feedback	Discussion	Thinking and skill, the difference between thinking and thinking skills, characteristics of thinking skills	Understanding how thinking occurs	3	6
.Exam					7
.Exam	.Dialogue	Behavioral trend, the conditional trend, basic concepts for each	Identifying behavioral trends	3	8
.Exam	Discussion	Age stages of cognitive trends, Ausubel's cognitive trends in information	Identifying cognitive trends	3	9

		development and its educational applications		
Feedback	Question and Answer	Her life, principles, nature of the child, sensory stages, senses in Montessori, educational tools	Identifying the humanistic trends of Maria Montessori	3 10
.Exam	Brainstorming	Who is Froebel, the foundations of kindergartens according to Froebel, Froebel's philosophy	Identifying the humanistic trends of Froebel	3 11
.Exam	Dialogue	His life, principles, characteristics of the child ,according to him	Recognizing the landmarks of education according to Pestalozzi	3 12
Feedback	Discussion	Her learning strategies, steps of learning, questions according to this model, conditions for presenting questions, generating creative questions	Recognizing Helda Taba's model for developing inductive thinking	3 13
				14

.Exam	Dialogue	Aspects of thinking, and patterns	Recognizing the stages of thinking development in children	3	15
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**165. Course evaluation**

Assessment				Grade Criteria	
Formative		Summative			
Grade	Assessment Methods	Grade	Assessment Methods		
%1	Daily Exams		First month theoretical exam	- Excellent )90-100(	
				- Very Good (80-less than 90)	
				- Good (70-less than 80)	
%1	Seminars		Second month's theoretical exam	- Average (60 - less than 70)	
				- Acceptable (50 - less than 60)	
%1	Reports		Semester Practical Assessment	- Poor (less than 50)	
%1	Participation		Final Practical Exam		
%1	Voluntary work		Final Theoretical Exam		

%5

%95

Total grades )100%(

166. Sources of learning and teaching: Youssef Qatami (2004) Teaching Thinking for Students, Mohammed Bakr Nofal and Mohammed Abu Awda (2010) Teaching Thinking Theory and Practice

<b>Course Name: Childhood Legislation and Organizations .1</b>
<b>167. Course Code</b>
<b>168. Chapter / First Year (Second Semester)</b>
<b>169. Date of preparation of this description: 8/3/2026</b>
<b>170. Available attendance forms: In-person</b>
<b>171. Total number of hours and credit units: Number of hours (3) Number of units )3(</b>

<b>172. Name of the course coordinator</b>	
<b>Email</b>	<b>Name</b>
<b>Drazhar.alzuorfe@gmail.com</b>	<b>Dr. Azhar Ali Mahdi Saadoun Al-Zarfi</b>
<b>173. Course Objectives</b>	
<p><b>The course on legislation and human rights organizations is characterized by its exploration of children's rights in some Arab and global countries. It also examines the civilizations of major countries such as Mesopotamia and the Nile Valley, focusing on the most important legislations stipulated in archaeological texts regarding children's rights. Additionally, it investigates children's rights in Arab and Islamic civilization, the status of children in the household of the Prophet, and the key legislations concerning children in Iraqi law, as well as the most important organizations that advocate for children's rights, such as UNICEF, UNESCO, the .World Health Organization, and the Children's Parliament</b></p>	
<b>174. Teaching and Learning Strategies</b>	
<p><b>The latest teaching methods have been employed, including project work, brainstorming, discussion, dialogue, problem-solving, and other teaching and instructional methods</b></p>	

**175. Course Structure**

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>.Feedback</b>	<b>Discussion and dialogue</b>	<b>The concept of children's rights – Definitions of a child in terms of terminology and language – The main reasons for emergence</b>	<b>The concept of children's rights and the main reasons that led to the emergence of legislations</b>	<b>3</b>	<b>1</b>
<b>Exam</b>	<b>Question and Answer and Dialogue</b>	<b>The laws of the Sumerians – Civilization of Mesopotamia – Urukagina</b>	<b>Understanding the emergence and development of legislations and legal rules</b>	<b>3</b>	<b>2</b>
<b>.Feedback</b>	<b>Discussion as a Path to Projects</b>	<b>The Historical Development of Childhood Care in Legislation and Laws in Ancient Times Mesopotamia - Roman ) Civilization - Nile Valley - (Greek Civilization</b>	<b>Children's Rights in the Pre-Islamic Era</b>	<b>3</b>	<b>3</b>

<b>Exam</b>	<b>Dialogue and Question and Answer</b>	<b>Mesopotamian Civilization: The Most Important Laws in Mesopotamia (Cuneiform Texts – Law of Eshnunna Law of Lipit-Ishtar – – (Code of Hammurabi</b>	<b>Legislation and Laws Pertaining to Children in Ancient Civilizations (Iraq)</b>	<b>3</b>	<b>4</b>
<b>Feedback</b>	<b>Brainstorming and Dialogue</b>	<b>Nile Valley Civilization and Legislation Pertaining to Children in Ancient Egypt</b>	<b>Ancient Egyptian Civilization and Legislation Pertaining to Children</b>	<b>3</b>	<b>5</b>
<b>Exam</b>	<b>Discussion</b>	<b>The law from the perspective of ancient Chinese thought (the philosopher Confucius, his philosophical approach and goals, as well as his views on (human rights</b>	<b>The legislation and laws concerning children in ancient Chinese civilizations</b>	<b>3</b>	<b>6</b>
<b>Exam</b>				<b>7</b>	
<b>.Exam</b>	<b>Dialogue</b>	<b>Children's rights in Islamic law (after and before birth) and the status of children in the</b>	<b>The legislation and laws that included children's</b>	<b>3</b>	<b>8</b>

		family of the Prophet Muhammad (peace be upon him	rights during the Islamic era		
Feedback	Dialogue, questions, and answers	Children's rights in the Holy Quran	Children's rights in Arab Islamic civilization	3	9
.Exam	Discussion	Civil, political, and cultural rights	The laws and legislation that included children's rights in the Arab world	3	10
Question and Answer Feedback	Dialogue	Compulsory Education Law – Labor Law – Personal Status Law – Public Health Law - - Child Care	The civil, political, social, and cultural legislation and laws that guarantee children's rights in Iraq	3	11
.Exam	Discussion and dialogue	The Family Environment and Guidance - Parental Care - Parental Responsibilities - Care and Orphanages	The Family Environment and Alternative Care in Iraqi Child Legislation	3	12
.Exam	Discussion	Definition of a Child in Civil Law – Gender Equality - Age of Criminal Responsibility -	National Strategies and Public Plans and Policies Supporting Childhood in Iraq	3	13

**Child Labor - Freedom of Expression – Respect for Children's Opinions**

**Second Exam** **14**

<b>Exam</b>	<b>.Dialogue</b>	<b>UNICEF - UNESCO - International Labor Organization – World Health Organization - Convention on the Rights of the Child 1989 - Universal Children's Day Children's Parliament –</b>	<b>The Role of International Organizations Concerned with Children</b>	<b>3</b>	<b>15</b>
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**176. Course evaluation**

<b>Assessment</b>				<b>Grade Criteria</b>	
<b>Formative</b>		<b>Summative</b>			
<b>Grade</b>	<b>Assessment Methods</b>	<b>Grade</b>	<b>Assessment Methods</b>		
%1	Daily Exams		First month theoretical exam	- Excellent )90-100(	
				- Very Good (80-less than 90)	
				- Good (70-less than 80)	
				- Average (60 - less than 70)	
				- Acceptable (50 - less than 60)	
%1	Seminars		Second month's theoretical exam	- Poor (less than 50)	

%1	Reports		Semester Practical Assessment
%1	Participation		Final Practical Exam
%1	Voluntary work		Final Theoretical Exam
%5		%95	Total grades )100%(

### 177. Learning and Teaching Resources

Ali Abdullah (1973) Psychology of Childhood – Abdullah Hassan Al-Basyouni (2002) Psychology of Childhood and Adolescence – Abdul Karim Rashid (1987) Children's Rights in Laws and Social Legislation

Course name .1
Psychology of Classroom Thinking
178. Course Code
/
179. Chapter / Year
Semester
180. Date of preparation of this description

2026 /3 /1	
181. Available attendance formats	
Attendance	
182. Total number of hours and credit units	
hours per week 4	
183. Name of the course coordinator	
Email	Name
basma.b@uokerbala.edu.iq	Basma Burhan Rashid
184. Course Objectives	
<p><b>.Familiarizing students with the subject of Classroom Thinking Psychology - 1</b></p> <p><b>.Enabling students to understand the concept of learning and teaching - 2</b></p> <p><b>.Recognizing the characteristics of a good teacher - 3</b></p> <p><b>.Interpreting classroom learning in light of models that explain learning - 4</b></p> <p><b>.Identifying Tools for Scientific Research - 5</b></p> <p><b>.Identifying the steps of descriptive research - 6</b></p> <p><b>.Statement of the Importance of Blended Learning .7</b></p> <p><b>.Recognizing electronic tests and enrichment links -8</b></p> <p><b>.Understanding thinking and the importance of learning to think -9</b></p> <p><b>.Distinguishing between models of thinking -10</b></p> <p><b>.Practical applications of thinking learning models and tests -11</b></p>	
185. Teaching and Learning Strategies	

**:Using educational models and modern teaching methods, including**

**Learning through discussion**

**Brainstorming**

**Cooperative education**

**186. Course Structure**

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
Assigning students short reports on each concept	The lecture method and the brainstorming method	Fundamentals of the psychology of classroom thinking education	Recognizing the basic concepts in the psychology of classroom thinking education	4	1
Oral questions	Lecture method and discussion method	Classroom learning	Understanding the concept of classroom learning	4	2
Oral questions	Lecture method and interrogation method	The classroom as a cognitive and perceptual field	Criteria for a good teacher and the classroom as a cognitive field	4	3
The Written Exam	Cooperative Learning Method	Bruner's model	Interpreting classroom learning according to Bruner's model	4	4
Oral questions	Lecture method and discussion method	Gradual Education for Janiya Model	Janiya Model	4	5

<b>Short Questions and Providing Feedback</b>	<b>Concept Mapping Method</b>	<b>Knowledge of Ausubel and Piaget Models</b>	<b>Meaning-Based Learning and Cognitive Learning</b>	<b>4</b>	<b>6</b>
<b>First Month Exam</b>				<b>7</b>	
<b>Oral questions</b>	<b>Discussion Method</b>	<b>The Concept and Importance</b>	<b>Blended Learning</b>	<b>4</b>	<b>8</b>
<b>Assigning students short reports on each concept</b>	<b>The lecture method and the brainstorming method</b>	<b>Design Methods</b>	<b>Enrichment links, electronic tests</b>	<b>4</b>	<b>9</b>
<b>Assigning students activities conducting ) developmental (research</b>	<b>Presentations</b>	<b>The Importance of Learning to Think</b>	<b>Thinking</b>	<b>4</b>	<b>10</b>
<b>Short Questions and Providing Feedback</b>	<b>Concept Mapping Method</b>	<b>Thinking Styles</b>	<b>Understanding Thinking Styles</b>	<b>4</b>	<b>11</b>
<b>The Written Exam</b>	<b>Cooperative Learning Method</b>	<b>SCAMPER Model</b>	<b>Thinking Models</b>	<b>4</b>	<b>12</b>

Oral questions	Lecture and Discussion Method	Kolb's Model	Understanding Thinking Models	4	13
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<b>Second Month Exam</b>				<b>14</b>
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Assigning Students Work Activities	Presentations	Practical Applications	Thinking and Learning Models and Assessments	4	15
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<b>187. Course evaluation</b>					
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Assessment				Grade Criteria
Formative		Summative		
Grade	Assessment Methods	Grade	Assessment Methods	
%1	Daily Exams	15	First month theoretical exam	- Excellent )90-100(
%1	Seminars	15	Second month's theoretical exam	- Very Good (80-less than 90)
%1	Reports		Semester Practical Assessment	- Good (70-less than 80)
				- Average (60 - less than 70)
				- Acceptable (50 - less than 60)
				- Poor (less than 50)



Course Name .1	
Developmental Psychology \ Phase One	
189. Course Code	
190. Chapter / Year	
First – 2026 – 2025	
191. Date of preparation of this description	
2026\3\10	
192. Available attendance formats	
Weekly	
193. Total number of hours and credit units	
hours 3	
194. Name of the course coordinator	
Email	Name
<b>hind.m@uokerbala.edu.iq</b>	Dr. Hind Muftan Rahim Jaber

**Define the concept of developmental psychology .1**

**Statement of Language Development Stages .2**

**Understanding the Stages of Cognitive Development .3**

**Understanding the Stages of Human Emergence .4**

**Distinguishing Between Branches of Developmental  
Psychology .5**

**Solving Problems Faced by Female Students in Practicing  
.Work .6**

**.Writing Reports on Topics in Developmental Psychology .7**

## **Using Modern Strategies**

**Using Modern Teaching Models and Methods, including Lectures, \_  
Discussions, Brainstorming, Group Work, and Feedback**

**197. Course Structure**

Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
<b>Assigning students short reports on each concept</b>	Presentation method and brainstorming method	<b>Developmental Psychology</b>	Developmental Psychology, Its Definition, Importance	3	1
<b>Oral questions</b>	Lecture method and discussion method	Objectives of psychology	<b>Understanding, prediction, control</b>	3	2
<b>Oral questions</b>	Lecture method and interview method	Contemporary schools of psychology	Behavioral school, purposive school, psychoanalytic school	3	3
<b>The written exam</b>	Cooperative learning method	<b>Importance of studying developmental psychology</b>	<b>Theoretical importance, practical importance,</b>	3	4

			<b>educational importance</b>		
<b>Short questions and providing feedback</b>	The concept maps method	<b>The laws of general principles of growth</b>	<b>Growth is a continuous process, growth is an integrated process, and growth is subject to the principle of growth</b>	3	5
<b>Assigning students activities conducting ) developmental (research</b>	Presentations	<b>Maturity</b>	<b>Piaget's theory of cognitive development</b>	3	6
<b>Short questions and providing feedback</b>	Lecture method and discussion method	<b>Cognitive Development Stages</b>	<b>The sensory-motor stage</b>	3	7
Assigning students short reports on each concept	Presentation method and brainstorming method	<b>Factors influencing cognitive development</b>	<b>Maturity, material experience, social interaction</b>	3	8
Oral questions	Lecture method and	<b>Physical growth</b>	<b>Some childhood problems</b>	3	9

	discussion method				
Assigning students short reports on each concept	Lecture method and interview method	Learning difficulties	Digital addiction, some adolescent issues	3	10
Oral questions	Cooperative learning method	Identity achievement and its crisis	Negative tendencies and deviant behaviors		11
Oral questions	The concept maps method	Risks of drug addiction	Juvenile delinquency	3	12
Assigning students short reports on each concept	Cooperative Learning Method	Some Adolescent Issues	Internet Addiction	3	13

198. Course evaluation

Assessment				Grade Criteria	
Formative		Summative			
Grade	Assessment Methods	Grade	Assessment Methods	- Excellent )90-100(	
				- Very Good (80-less than 90)	

10	Daily Exams	15	First month theoretical exam	- Good (70-less than 80)
				- Average (60 - less than 70)
				- Acceptable (50 - less than 60)
				- Poor (less than 50)
%1	Seminars	15	Second month's theoretical exam	
%1	Reports		Semester Practical Assessment	
%1	Participation		Final Practical Exam	
%1	Voluntary work		Final Theoretical Exam	
%5		%95		Total grades )100%(

199. Learning and Teaching Resources

**Alousi, Jamal Hussein and Oumayma Badr Khan (1983). Psychology of Childhood and Adolescence, Baghdad -1**

**Musin, Paul et al. (1986). Psychological Foundations of Childhood and Adolescence, Al-Falah Library, Kuwait -2**

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	<b>Arifij, -3</b>
	<b>.Sami. (1993). Developmental Psychology, Majdalawi Publishing House, Jordan</b>
<b>.Alwan, Fadia. (2003). Introduction to Developmental Psychology, Cairo, Arab House of Books -4</b>	

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Course Name .1	
Educational Administration and Supervision \ Fourth Stage	
200. Course Code	
201. Chapter / Year	First
2025 -2026-	
202. Date of preparation of this description	
2025-11-25	
203. Available attendance formats	
Weekly	

204. Total number of hours and credit units	
30	
205. Name of the course coordinator	
Email	Name
<b>hind.m@uokerbala.edu.iq</b>	Dr. Hind Muftan Rahim Jaber
206. Course Objectives	
Understanding the concepts of educational management foundations -1	
Knowledge of the optimal management style in dealings within the field of education -2	
Clarification of the appropriate procedures for applying educational management concepts -3	
Introducing students to the concept of classroom management -4	
Recognizing the importance of educational supervision and the role it plays in the educational process -5	
Identifying the appropriate procedures for practicing management functions in the educational institution -6	
207. Teaching and Learning Strategies	

**Learning through discussion**  
**Brainstorming**  
**Cooperative education**

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208. Course Structure					
Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Assigning students short reports on each concept	The lecture method and the brainstorming method	Educational management	Concept of management	2	1
		Administrative processes	Educational management	2	2
Oral questions	Lecture method and discussion method				
Oral questions	Lecture method and interrogation method	Educational Leadership Styles	أ- Autocratic Leadership	2	3
			ب- Democratic Leadership		
			Launch Leadership – or Undirected or Transmissive		

The written exam	Cooperative Learning Method	Human Relations Between the Leader and Their Subordinates	Concept of Human Relations		4
Short questions and providing feedback	Concept Mapping Method	Participation in Leadership Tasks	and Participation at Different Degrees or Levels. Advantages of Participation	2	5
Assigning students activities conducting ) developmental (research	Presentations	Leadership Crisis Risks	Risks or Dilemmas of Leadership	2	6
Oral questions	Lecture method and discussion method	The concept of classroom management	Performance behaviors The importance of classroom management :in learning management	2	7

<b>Cognitive or conceptual skills .1</b>		<b>8</b>
<b>Technical skills</b>	<b>Educational management skills .2</b>	
<b>Human skills .3</b>		

<b>Assigning students short reports on each concept</b>	<b>The lecture method and the brainstorming method</b>	<b>Characteristics of the administrative process</b>	<b>Educational management is a social task</b>	<b>2</b>	<b>9</b>
<b>Oral questions</b>	<b>Lecture method and discussion method</b>	<b>Clinical supervision</b>	<b>Clinical supervision style</b>	<b>2</b>	<b>10</b>
<b>Assigning students short reports on each concept</b>	<b>Lecture method and interrogation method</b>	<b>Concept of Time Management</b>	<b>Principles of time management</b>	<b>2</b>	<b>11</b>
<b>Oral questions</b>	<b>Cooperative Learning Method</b>	<b>Concept of Educational Supervision</b>	<b>Educational Supervision and the Educational Process</b>	<b>2</b>	<b>12</b>

<b>Oral questions</b>	<b>Concept Mapping Method</b>	<b>Types of Educational Supervision</b>	<b>Corrective Supervision, Constructive Supervision, Creative Supervision</b>	<b>2</b>	<b>13</b>
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**209. Course evaluation**

<b>Assessment</b>				<b>Grade Criteria</b>
<b>Formative</b>		<b>Summative</b>		
<b>Grade</b>	<b>Assessment Methods</b>	<b>Grade</b>	<b>Assessment Methods</b>	
<b>10</b>	<b>Daily Exams</b>	<b>15</b>	<b>First month theoretical exam</b>	- <b>Excellent )90-100(</b>
<b>%1</b>	<b>Seminars</b>	<b>15</b>	<b>Second month's theoretical exam</b>	- <b>Very Good (80-less than 90)</b>
<b>%1</b>	<b>Reports</b>		<b>Semester Practical Assessment</b>	- <b>Good (70-less than 80)</b>
<b>%1</b>	<b>Participation</b>		<b>Final Practical Exam</b>	- <b>Average (60 - less than 70)</b>
<b>%1</b>	<b>Voluntary work</b>		<b>Final Theoretical Exam</b>	- <b>Acceptable (50 - less than 60)</b>
<b>%5</b>		<b>%95</b>		- <b>Poor (less than 50)</b>
				<b>Total grades )100%(</b>

**210. Learning and Teaching Resources**

First ,2002  
Edition, Dar Al-Fikr for Printing, Publishing, and Distribution, Amman. 2- Educational  
Management and Supervision between Theory and Practice: Nashwan, Yaqoub Hassan  
Dar Al-Furqan for Publishing and Distribution, Amman, Jordan (2004)

**Principles of Educational Management, authored by Al-Dweik, -3  
Taseer, and others**

First Edition, Dar Al-Fikr for Printing, Publishing, and Distribution, ,2002  
.Amman


Course Name: Measurement and Evaluation .1
211. Course Code: In-person
212. Semester/Year: Sixth/Third Stage/2025-2026

213. Date of preparation of this description: - 10/3/2026	
214. Available attendance forms: In-person	
215. / Total number of hours and credit units: 2 hours	
216. Name of the course coordinator	
Email	Name
Muslimalanbir@gmail.com	Dr. Muslim Kazem Hassan
217. Course Objectives	
<p><b>The course on Measurement and Evaluation aims at cognitive and skill objectives for students to understand</b></p> <p><b>5- the definition of measurement and evaluation and their importance in the educational process</b></p> <p><b>6- to distinguish between measurement and evaluation and understand the relationship between them</b></p> <p><b>7- to equip students with the concept of preparing tests of various types</b></p>	
218. Teaching and Learning Strategies	
<p>Lecture method – Discussion method – Problem–solving method – Interrogation method – Role–playing method – Inductive method (from whole to part) – Insight</p>	

**method – Brainstorming – Educational film presentations – Teamwork – Group and individual exercises – and in-class training method**

219. Course Structure					
Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Written Tests	Brainstorming	Measurement and evaluation and their role in the educational process	Achieving the five basic levels of Bloom's taxonomy (Knowledge – Comprehension – Application – :Synthesis – Analysis) through  Enabling the student to understand .the basic rules of kindergarten  Empowering female students to reach the top of the pyramid by instilling .core values and principles in sports	2	1
Attendance and active participation during the .lecture	o Group and individual training	Concept of measurement	Enabling the student to understand the basic rules of kindergarten	2	2
Activities and Training	o Working within a single team	Measurement and Evaluation Purposes	Enabling students to apply the learned ideas in practical life	2	3
Homework	o Showing educational films	Types of Educational Evaluation	Empowering students to analyze skills and ideas into something practical and tangible	2	4
Activities and Training	o Dialogue and discussion	Practical Applications Related to How to Prepare Formative Evaluation	:Subject-specific skills Skills for expressing acquired values .1	2	5
////////////////////	////////////////////	.First month exam	Discussion and dialogue in the field of kindergarten	2	6
					7

Open book tests	Collaborative learning	Practical Applications Related to How to Prepare Objective Tests	Skills of criticism and solving life problems	2	8
Presentation of working papers	Insight	Arranging Items in the Test and Preparing Objective Tests	Skills in dealing with modern technology and using it in the field of specialization.	2	9
Homework	o Dialogue and discussion	Analysis of Test Items	Skills for Building Appropriate Tests and Measures for Kindergarten Children	2	10
////////////////////	////////////////////	Second Month Exam	Thinking Skills	2	11
Attendance and Active Participation During the Lecture	Problem-Solving Approach	Essay Tests: Characteristics, Fields, Types, and Writing Principles	.. Developing Basic Skills for Dealing with Children -	2	12
Attendance and Active Participation During the Lecture	Presentation, dialogue, and discussion	Practical Applications Related to How to Prepare Essay Tests	Developing the spirit of acceptance for the kindergarten profession -	2	13
					14
					15
220. Course evaluation					
Assessment				Grade Criteria	
Formative		Summative			
Grade	Assessment Methods	Grade	Assessment Methods	<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>	
%5		15	First and Second Month Exam		
%1	Seminars	15	Second Month Exam		

	%2	Reports	
	%1	Participation	
	%1	Voluntary work	
10		30	Total grades )100%(

221. Learning and Teaching Resources

**.Lectures on professional ethics according to the curriculum approved by the university prepared by Dr  
Some related books on the subject include the development of skills and experiences for female students**

Course Description

Course Name: Professional Ethics .1
222. Course Code: In-person
223. Semester/Year: Seventh / Fourth Stage / 2025-2026
224. Date of Preparation of this Description: 26/1/2026
225. Available attendance forms: In-person
226. / Total number of hours and credit units: 2 hours

227. Name of the course coordinator	
Email	Name
	Prof. Dr. Ahmed Sabeih Al-Kaabi
228. Course Objectives	
<p><b>The course on Professional Ethics aims at cognitive and skill-based objectives for students to understand</b></p> <p><b>8- Introducing students to the concept of professional ethics in the study and work environment</b></p> <p><b>9- Developing a sense of responsibility, discipline, and commitment to laws and regulations</b></p> <p><b>10- Developing teamwork skills</b></p> <p><b>11- Preparing students to make important professional decisions</b></p>	
229. Teaching and Learning Strategies	
<p><b>Lecture method – Discussion method – Problem-solving method – Interrogation method – Role-playing method – Inductive method (from whole to part) – Insight method – Brainstorming – Educational film presentations – Teamwork – Group and individual exercises – and in-class training method</b></p>	

230. Course Structure					
Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Written Tests	Brainstorming	The concept of profession and its importance	Achieving the five basic levels of Bloom's taxonomy (Knowledge – Comprehension – Application – :Synthesis – Analysis) through  Enabling the student to understand .the basic rules of kindergarten  Empowering female students to reach the top of the pyramid by instilling .core values and principles in sports	2	1
Attendance and active participation during the .lecture	o Group and individual training	Sources of ethics	Enabling the student to understand the basic rules of kindergarten	2	2
Activities and Training	o Working within a single team	Integrity and sincerity in work	Enabling students to apply the learned ideas in practical life	2	3
Homework	o Showing educational films	Office ethics	Empowering students to analyze skills and ideas into something practical and tangible	2	4
Activities and Training	o Dialogue and discussion	Methods for learning good character	:Subject-specific skills Skills for expressing acquired values .1	2	5
////////////////////	////////////////////	.First month exam	Discussion and dialogue in the field of kindergarten	2	6
					7
Open book tests	Collaborative learning	The covenant of Ibn Malik Ibn Al-Ashtar	Skills of criticism and solving life problems	2	8

Presentation of working papers	Insight	Ethics of dealing with colleagues	Skills in dealing with modern technology and using it in the field of specialization.	2	9
Homework	o Dialogue and discussion	Professional ethics in educational institutions	Skills for Building Appropriate Tests and Measures for Kindergarten Children	2	10
////////////////////	////////////////////	Second Month Exam	Thinking Skills	2	11
Attendance and Active Participation During the Lecture	Problem-Solving Approach	The role of professional ethics in society	.. Developing Basic Skills for Dealing with Children -	2	12
Attendance and Active Participation During the Lecture	Presentation, dialogue, and discussion	Positive and Negative Models and Behaviors in Society	Developing the spirit of acceptance for the kindergarten profession -	2	13
					14
					15

231. Course evaluation

Assessment				Grade Criteria
Formative		Summative		
Grade	Assessment Methods	Grade	Assessment Methods	<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>
%5		15	First and Second Month Exam	
%1	Seminars	15	Second Month Exam	
	%2		Reports	
	%1		Participation	
	%1		Voluntary work	

10	30	Total grades )100%(
232. Learning and Teaching Resources		
<p><b>.Lectures on professional ethics according to the curriculum approved by the university prepared by Dr</b></p> <p><b>.Some related books on the subject include the development of skills and experiences for female students</b></p>		

**:Description of the Course**

**Course Name: Kindergarten Child Assessment .1**

**:Course Code .2**

**Semester/Year: Fourth Stage (Seventh Semester) for the academic year 2025/2026 .3**

**Date of Preparation of this Description: 7/10/2025 .4**

**Available attendance forms: In-person .5**

**Total Credit Hours and Units: Number of Hours (2) and Number of Units )2( .6**

**.Name of the course coordinator .7**

**Email**

**Name**

Zeanab [7777777@gmail.com](mailto:7777777@gmail.com)

**Professor Dr. Zeinab Mohammed  
Kati**

**:Course objectives .8**

The course (Kindergarten Child Assessment) aims to improve the quality of education. Through various assessment tools and methods, the process of judgment and improvement is achieved. Assessment holds significant importance in the educational process, as it involves organized processes aimed at collecting and analyzing information about the learner, teacher, administration, facilities, resources, and activities that represent education and learning, to ensure that goals are met and appropriate decisions are made to improve these programs. The assessment process in early childhood differs significantly from that of older children. In addition to being at the beginning of this stage and not yet knowing how to read and write, they also face many challenges that affect the choice of appropriate assessment strategies. Therefore, when a teacher or caregiver undertakes the assessment of young children, they must be knowledgeable and aware of their growth characteristics and their cognitive, social, physical, and psychomotor development at each stage, and not overlook the rapid changes in children's development in various aspects. Thus, assessment is an integral part of the learning process and a fundamental component of it, accompanying it .at all its steps

**:Teaching and learning strategies .9**

**To apply modern teaching strategies in the assessment of kindergarten children, the following :are included**

1. Increasing learning efficiency: The learning strategy acts as a roadmap to guide students' efforts toward the most effective and efficient ways to acquire knowledge or skills. Without .a strategy, learning can be random and time-consuming

2. Achieving focused progress: A well-defined strategy helps maintain focus on educational learning objectives, prevents aimless exploration, and ensures that the learning efforts related to the material presented to the student align with both general and specific .teaching goals, thereby enhancing the sense of purpose and direction in learning

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Exam</b>	<b>Discussion</b>	The concept of assessment for kindergarten children and the importance of assessing .kindergarten children	Students will - 1 learn about the concept of kindergarten child assessment and its .importance	<b>2</b>	<b>1</b>
<b>Exam</b>	<b>Discussion</b>	Objectives of the evaluation process in the kindergarten stage		<b>2</b>	<b>2</b>

<b>Exam</b>	<b>Discussion</b>	The social aspect / its definition, dimensions, and characteristics of social growth in preschool children	Students will -2 learn about the social growth characteristics of kindergarten children	2	3
		First month exam		2	4
<b>Exam</b>	<b>Discussion</b>	The cognitive aspect (Characteristics of cognitive growth in preschool children	Students learn -3 about the aspects of growth and its characteristics in preschool children	2	5
<b>Exam</b>	<b>Discussion</b>	(The emotional aspect of preschool children)		2	6
<b>Exam</b>	<b>Discussion</b>	The motor aspect (Characteristics of motor growth (in preschool children	Students learn -4 about measurement and evaluation tools	2	7
		Second Month Exam		2	8
<b>Exam</b>	<b>Discussion</b>	The moral aspect (Characteristics of moral growth (in preschool children	After -5 graduation, the student will recognize all activities that contribute to increasing intelligence in children through	2	9
<b>Exam</b>	<b>Discussion</b>	( Measurement and Evaluation Tools )		2	10
		Observation and its role in the evaluation process ) (of kindergarten children			

<b>Examination</b>	<b>Discussion</b>	Personal tests (for children) advantages, ) (disadvantages, and preparation methods	the use of various .intelligence tests	<b>2</b>	<b>11</b>
<b>Exam</b>	<b>Discussion</b>	(Intelligence tests (individual, group) for children)		<b>2</b>	<b>12</b>
<b>Exam</b>	<b>Discussion</b>	First month exam		<b>2</b>	<b>13</b>
<b>Exam</b>	<b>Discussion</b>	(Case study (individual, group) for children)		<b>2</b>	<b>14</b>
<b>Exam</b>	<b>Discussion</b>	Model case study of a kindergarten child		<b>2</b>	<b>15</b>

Introducing .6 students to methods for recognizing individual differences so that they can enhance the abilities of slow learners through activities that improve their .cognitive skills

		Second Month Exam			
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**Course Evaluation .11**

<b>Assessment</b>				<b>Grade Criteria</b>	
<b>Formative</b>		<b>Summative</b>			
<b>Grade</b>	<b>Assessment Methods</b>	<b>Grade</b>	<b>Assessment Methods</b>	<b>Excellent )90 – 100( -</b>	
<b>%1</b>	<b>Daily Exams</b>	<b>15</b>	<b>First Monthly Exam - Theoretical</b>	<b>Very Good (from 80 to less - than 90)</b>	

%1	Seminars	20	Second Monthly Exam - Theoretical	Good (from 70 to less than - (80
%1	Reports	-	Semester Practical Assessment	Average (from 60 to less (than 70
%1	Participation	-	Final Practical Exam	Acceptable (50 – less than (60
%1	Voluntary work	60	Final theoretical exam	Poor (less than 50)
%5		%95		Total grades )100%(

**Learning and teaching resources .12**

**Lectures prepared by the instructors according to the curriculum guidelines provided by the .college**

Measuring and improving intelligence in children / Book authored by / Abdul Ghani Al-Didi )1997(

Educational objectives as a basis for evaluation / Bloom's taxonomy / Authored by Abdullah Qali )1993(

.Institutional educational evaluation / Authored by Salah Al-Din Allam )2003(

Motor Development and Children's Tests / Authored by Yiarab Khayoun and Adel Fadel )2007(

**Name and Signature of the Instructor: Prof. Dr. Zainab Mohammed Kati    Name and Signature of the  
Head of the Department: Prof. Dr. Zainab Mohammed Kati**

**Course description .**

Course Name .1

Arabic Language – Phase Two

233. Course Code

ARBSE

234. Chapter / Year

2026 – 2025

235. Date of preparation of this description

2025-12-1

236. Available attendance formats

Weekly

237. Total number of hours and credit units

30

238. Name of the course coordinator

Email

Name

Nawal.hasan@uokerbala.edu.iq

Ms. Nawal Hassan Sajit

239. Course Objectives

**:This course aims to**

**Developing language proficiency among female students .1**

**Enhancing reading, writing, listening, and speaking skills in a correct  
.manner according to the rules of Modern Standard Arabic**

<b>Establishing Cultural Identity .2</b>
<b>Introducing students to their literary and linguistic heritage, and linking .the language to the history of Arab and Islamic thought</b>
<b>Acquiring Analytical Skills .3</b>
<b>Training students to analyze literary and linguistic texts, and to understand .stylistic, semantic, and grammatical structures</b>
<b>Deepening Critical Ability .4</b>
<b>Building a critical mind capable of evaluating linguistic and literary .discourse, and understanding modern analytical methods</b>
<b>Developing Academic Writing Skills .5</b>
<b>Enabling students to write research papers, reports, and articles in correct .language and clear methodology</b>
<b>Improving Professional Communication .6</b>

<p><b>Preparing students to be able to use Arabic in various fields of work:  .education, media, administration, law, and scientific research</b></p>
<p><b>Enhancing Literary and Aesthetic Appreciation .7</b></p>
<p><b>Introducing students to the masterpieces of Arabic literature, both ancient and modern, and developing their ability to enjoy linguistic and rhetorical  .beauty</b></p>
<p><b>Acquiring Logical Thinking Skills .8</b></p>
<p><b>Through the study of grammar, morphology, and rhetoric, and learning to  .connect form and meaning</b></p>
<p><b>Developing a Conscious Linguistic Identity .9</b></p>
<p><b>Instilling respect for the language and a sense of responsibility towards  .preserving and developing it in public and academic life</b></p>

240. Teaching and Learning Strategies

7- Explanation on the board

8- Group Discussions

9- Homework

10- Brainstorming

11- Submitting reports on the topics covered in the lecture

12- Assigning students to research other answers to questions about their courses

13- Series of Open-Ended Questions

14- Learning through Branching Stories

### Course Descriptions

Course Name .1	
Arabic Language	
241. Course Code	
242. Chapter / Year	
Second – Academic Year 2025-2026	
243. Date of preparation of this description	
2026/4 /22	
244. Available attendance formats	
Weekly	
245. Total number of hours and credit units	
30	
246. Name of the course coordinator	
Email	Name
nawal.hasan@uokerbala.edu.iq	M. M. Nawal Hassan Sajit
247. Course Objectives	

**This course aims**

**To discuss and study the linguistic and literary aspects to develop -1 comprehension skills and enhance the linguistic taste of university students, to appreciate the aesthetics of the text, in addition to improving speaking and discourse skills and enhancing spelling among female students by focusing on selected literary texts from poetry and prose, and understanding the modifications that occur in sentences that change their .functions to different meanings by studying various grammatical topics**

**Students will understand: the nature of the Arabic language-**

**Students will understand: the skills of the Arabic language and its issues -2 at the grammatical, semantic, stylistic, and morphological levels**

**Students will understand: listening, reading, and expression skills-3**

**Students will understand: how to develop positive attitudes and values -4 related to religion and heritage, and enhance literary taste**

**Students will learn how to acquire skills in expressing themselves in -4 .Modern Standard Arabic**

**248. Teaching and Learning Strategies**

15- Explanation on the board

16- Group Discussions

17- Homework

18- Brainstorming

19- Submitting reports on the topics covered in the lecture

20- Assigning students to research other answers to questions about their courses

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit Name</b>	<b>Week</b>
<b>Tests</b>	<b>Discussion and explanation on the board with PowerPoint presentation</b>	<b>Parts of speech (noun – verb particle) + noun and its – signs 14-3-2026</b>	<b>1</b>
<b>Tests</b>	<b>Discussion and explanation</b>	<b>Types of knowledge (proper nouns + pronouns) + the five nouns 28-3-2026</b>	<b>2</b>
<b>Tests</b>	<b>Dialogue, discussion, and reports</b>	<b>Demonstrative nouns + relative nouns + analysis and memorization of the poem by Zuhair bin Abi Sulma 4-4-2026</b>	<b>3</b>
<b>Tests</b>	<b>Discussion with brainstorming</b>	<b>+ "ال" Definite noun with noun with addition + explanation of verses from Surah Al-Qamar with memorization 2026-4-11</b>	<b>4</b>
<b>Tests</b>	<b>PowerPoint presentation + explanation on the board and discussion</b>	<b>The dual form + masculine sound plural and feminine sound plural 2026- 4 -18</b>	<b>5</b>
<b>Tests</b>	<b>Tests</b>	<b>2026/4/25 First Month Exam</b>	<b>6</b>
			<b>7</b>
<b>Tests</b>	<b>PowerPoint Presentation + Explanation on the Board and Discussion</b>	<b>The Covenant of Imam Ali (peace be upon him) Analysis and Preservation + The Poem of Ibn Zaydun 2025-5-2</b>	<b>8</b>

Tests	PowerPoint Presentation + Explanation on the Board and Discussion	<b>The Sermon of the Prophet peace be upon him and his ) family) after the Battle of Hunayn</b> 2026 /5/9	9
Tests	Tests	<b>2026/5/16</b> <b>Second Month Exam</b>	10
Tests	Dialogue, Discussion, and Reports	<b>Broken Plurals</b> 2026/5/23	11
			12
			13
			14
			15

		Grade Criteria
Grade	<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>	
%1		
%1		
%1		
%1		
%1		
		Total grades )100%(

Description of the Curriculum for the Arabic Language Course – Fourth Stage – Kindergarten  
Department

Course Name .1	
Arabic Language	
249. Course Code	
250. Chapter / Year	
Chapter Seven – 2024-2025	
251. Date of preparation of this description	
2026 -3-7	
252. Available attendance formats	
Attendance – Weekly	
253. Total number of hours and credit units	
- hours 30	
254. Name of the course coordinator	
Email	Name
<a href="mailto:hanan.marzog@s.uokerbala.edu.iq">hanan.marzog@s.uokerbala.edu.iq</a>	Dr. Hanan Marzouk Shadhan
255. Course Objectives	
<p>Discussing and studying the linguistic and literary aspects to develop -1 comprehension skills and enhance the linguistic taste of university students, to appreciate the aesthetics of the text, in addition to developing speaking and discourse skills and improving spelling among female students by focusing on selected literary texts from poetry and prose, and understanding the modifications that can change the functions of sentences into different meanings by studying various grammatical topics</p>	
<p>Female students will learn: the nature of the Arabic language, its definition, -2 language skills, and its issues at the grammatical, semantic, stylistic, and morphological levels</p>	
<p>Students will understand: listening, reading, and expression skills-3</p>	

Then, female students will learn: how to develop positive attitudes and values .related to religion and heritage, and to cultivate literary taste
Students will learn how to acquire skills in expressing themselves in -4 .Modern Standard Arabic
Developing linguistic competence -5
Enhancing reading, writing, listening, and speaking skills in a correct manner .according to the rules of Modern Standard Arabic
cultural identity Establishing -6
Introducing students to their literary and linguistic heritage, and linking the .language to the history of Arab and Islamic thought
Acquiring analytical skills -7
Training students to analyze literary and linguistic texts, and to understand .stylistic, semantic, and grammatical structures
Deepening critical ability -8
Building a critical mind capable of evaluating linguistic and literary discourse, .and understanding modern analytical methods
Development of Academic Writing Skills -9
Enabling students to write research papers, reports, and articles in correct .language and clear methodology
Improving Professional Communication -10
Preparing students to be able to use Arabic in various fields of work: .education, media, administration, law, and scientific research

Enhancing Literary and Aesthetic Appreciation -11

Introducing students to the masterpieces of Arabic literature, both ancient and .modern, and developing their ability to enjoy linguistic and rhetorical beauty

Instilling Logical Thinking Skills -12

Through the study of grammar, morphology, and rhetoric, and learning to .connect form and meaning

Developing a Conscious Linguistic Personality -13

Instilling respect for the language and a sense of responsibility towards .preserving and developing it in public and academic life

256. Teaching and Learning Strategies

- 21- Explanation on the board
- 22- Group Discussions
- 23- Homework
- 24- Brainstorming
- 25- Submitting reports on the topics covered in the lecture
- 26- Assigning students to research other answers to questions about their courses
- 27- Series of Open Questions
- 28- Completion of the Linguistic Identity File
- Learning through Branching Stories

257. Course Structure					
Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Tests	Discussion and explanation on the board with PowerPoint presentation	<b>The term advertising in the Fadak sermon of Lady Fatimah (peace be upon her</b>	<p>Defining the term "advertising" with a precise linguistic and .rhetorical definition</p> <p>Differentiating between advertising and related terms such as announcement or presentation .in discourse</p> <p>Determining the locations of advertisements in the Fadakian .sermon text</p> <p>Analysis of the rhetorical purpose of using advertising in constructing the argument within .the sermon</p> <p>Interpretation of the relationship between advertising and strengthening the argumentative position in the speech of Lady .Fatimah</p> <p>Clarification of the impact of advertising on convincing the audience and raising collective .awareness of the presented issue</p>	2	1

			<p>Linking advertising to the historical and political context of .the sermon</p> <p>Extracting examples from the text that illustrate different advertising .methods</p> <p>Comparing advertising in the Fadak sermon to similar methods .in traditional Arabic sermons</p> <p>Employing the concept of advertising in analyzing other .rhetorical or speech texts</p>		
<b>Tests</b>	<b>Discussion and explanation</b>	<b>The educational themes in the Sahifa al-Sajjadiyya of Imam Zain al-Abidin (peace .(be upon him</b>	<p>Introduction to the Sahifa Sajjadiyya and its significance in .Islamic heritage</p> <p>Recognizing the personality of Imam Ali ibn Hussein Zain al-Abidin and his scientific and .educational role</p> <p>Interpretation of the concept of spiritual and moral education as it appears in the supplications of the .Sahifa</p> <p>Extraction of the main educational values in the texts such as: humility, patience, mercy, and self- .accountability</p>	2	2

			<p>Analysis of the educational methods used by the Imam in the .supplication to guide individuals</p> <p>Clarification of the impact of supplication on building moral and behavioral awareness in .individuals</p> <p>Linking the educational themes in the Sahifa to daily human life and .social behavior</p> <p>Citing texts from the Sahifa al-Sajjadiyya to illustrate a specific .educational value</p> <p>Comparison between education through supplication in the Sahifa al-Sajjadiyya and other educational methods in Islamic .heritage</p> <p>Utilization of the values derived from the Sahifa in addressing some contemporary moral or .social issues</p>		
<b>Tests</b>	<b>Dialogue, discussion, and reports</b>	<b>Style of Praise and Blame</b>	<p>Defining the style of praise and blame with a precise grammatical .definition</p> <p>Distinguishing between praise and blame in terms of purpose and .connotation in discourse</p>	2	3

			<p>Identifying the basic verbs in this style, such as <b>نِعِمَّ</b> and <b>يُنْسِنَ</b>.</p> <p>Determining the components of the praise and blame style (the verb, the subject, and the specific .praised or blamed</p> <p>Analyzing sentences that contain this style and assigning the grammatical position of each .element within them</p> <p>Differentiating between the forms of the subject in this style ( apparent noun, definite noun, ) .(genitive, hidden pronoun</p> <p>Clarifying the grammatical ruling of the specific praised or blamed in terms of syntax and position in .the sentence</p> <p>Extracting examples of the praise and blame style from literary or .religious texts</p> <p>Employing the praise and blame style in constructed sentences .formulated by the student</p> <p>Comparing this style with other rhetorical styles in Arabic in terms .of rhetorical function</p>		
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<p><b>Tests</b></p>	<p><b>Discussion with brainstorming</b></p>	<p><b>Grammatical analysis of "النفس" the word in the Holy Quran</b></p>	<p>To understand the different in the النفس meanings of the word .Holy Quran</p> <p>Determining the grammatical case in various " النفس " of the word .Quranic verses</p> <p>Distinguishing between its grammatical cases such as: subject, object, genitive, or .prepositional noun</p> <p>Analyzing the Quranic sentence to identify the grammatical factor that influenced the case of the " النفس " word</p> <p>Interpreting the effect of the linguistic context on determining the grammatical function of the .word</p> <p>Extracting examples from the Quran that show the variation in " النفس " the case of the word</p> <p>Linking grammatical analysis with the semantic meaning of the .verse</p> <p>Employing grammatical rules in .analyzing similar Quranic terms</p> <p>Applying systematic case analysis .steps to short Quranic texts</p>	<p>2</p>	<p>4</p>
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			Developing the ability to read the Quranic text with precise grammatical understanding		
<b>Tests</b>	<b>Tests</b>	<b>First Month Exam</b>		2	5
<b>Tests</b>	<b>Dialogue, Discussion, and Reports</b>	<b>Absolute Object</b>	<p>Defining the absolute object with a precise grammatical definition</p> <p>Differentiating between the absolute object and other objects in Arabic sentences</p> <p>Identifying the absolute object in various sentences</p> <p>Indicating the factor that governs the absolute object in the sentence</p> <p>Recognizing the types of absolute objects (emphasizing the verb, specifying the type, specifying the number)</p> <p>Analyzing sentences to extract the absolute object and determine its type</p> <p>Identifying the forms of the absolute object when it is added or described</p> <p>Applying the rules of parsing the absolute object in literary or Quranic texts</p>	2	6

			<p>Forming sentences created by the student that include different types .of absolute objects</p> <p>Utilizing the object</p>		
<p>.(alif) and understanding why it is named as such ألف Definition of the distinguishing 2</p> <p>(alif mamdood) in terms of form and الممدود (alif maqsurah) or ألف المقصور (alif) and the ألف Distinguishing between the distinguishing (alif) ألف usage. Distinguishing</p> <p>.(alif) appears in nouns and verbs ألف Knowing the cases in which the distinguishing</p> <p>.(alif) correctly according to spelling rules ألف Writing words that contain a distinguishing</p> <p>(alif) on grammatical case, such as distinguishing between nouns and verbs or between ألف Explaining the effect of the distinguishing .masculine and feminine</p> <p>.(alif) ألف Extracting examples from Arabic texts, stories, or the Quran that illustrate the distinguishing</p> <p>.(alif) in writing ألف Correcting common mistakes related to the distinguishing</p> <p>.(alif) correctly ألف Forming sentences created by the student that contain words with a distinguishing</p> <p>.(alif) to enhance writing accuracy and understanding of derivation ألف Employing the rule of the distinguishing</p> <p>Developing the ability to connect the written form with the meaning and grammatical standard of the word. Dialogue, discussion, and reports Test</p>					7

<p style="text-align: center;"><b>Tests</b></p>	<p style="text-align: center;"><b>Submitting the report PowerPoint + presentation + Brainstorming</b></p>	<p style="text-align: center;"><b>Badr Shakir al-Sayyab</b></p>	<p>Recognizing the biography of the poet Badr Shakir al-Sayyab and the most significant stages of his .literary life</p> <p>Interpreting the social and political circumstances that .influenced his poetic experience</p> <p>Stating al-Sayyab's role in the development of free verse in .modern Arabic literature</p> <p>Identifying the artistic characteristics of al-Sayyab's poetry, such as symbolism and .modern imagery</p> <p>Analyzing examples of his poems and extracting the ideas and .artistic images within them</p> <p>Interpreting the symbols and .myths he employs in his poetry</p> <p>Distinguishing the linguistic and rhythmic features in his poems .compared to traditional poetry</p> <p>Evaluating al-Sayyab's impact on the development of modern .Arabic poetry</p> <p>Citing verses from his poetry to .illustrate a literary or artistic issue</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">8</p>
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			Developing the student's critical ability in reading modern poetic .texts		
<b>Tests</b>	<b>Dialogue, Discussion, and Reports</b>	<b>The restricted, the deficient, and the .extended</b>	<p>Defining the restricted, deficient, and extended nouns with precise .definitions</p> <p>Differentiating between the three types in terms of morphological .form and word structure</p> <p>Identifying the distinguishing marks for each type in different .words</p> <p>Recognizing how to parse the restricted, deficient, and extended .nouns in a sentence</p> <p>Indicating the changes that occur to the deficient noun in the cases .of definiteness and indefiniteness</p> <p>Analyzing linguistic examples to determine the type of noun .(restricted, deficient, or extended)</p> <p>Applying the rules for writing the .alif and hamzah in these nouns</p> <p>Extract examples from Arabic or Quranic texts that include these .types</p>	2	9

			Forming sentences created by the student that contain each type of .these names  Employing morphological knowledge to improve and .regulate Arabic writing		
Tests	Tests	Questions for the second month's exam		2	10
Tests	Presenting the report PowerPoint slides + + .brainstorming	Deletion and addition in .letters	Defining the phenomena of deletion and addition of letters in .the Arabic language  Differentiating between original letters and additional letters in the .structure of the word  Identifying the linguistic reasons that lead to the deletion or .addition of certain letters  Determining the positions of deletion and addition in different .words  Analyzing linguistic examples to illustrate the effect of deletion or addition on meaning or .morphological structure	2	11

			<p>Extracting samples from Arabic texts that include the phenomena .of deletion or addition</p> <p>Applying morphological rules to interpret the changes that occur in .words</p> <p>Distinguishing between deletion for morphological reasons and deletion for phonetic or .orthographic reasons</p> <p>Utilizing knowledge of deletion and addition to understand derivation and the structure of .words</p> <p>Developing the ability to analyze linguistic phenomena in Arabic .texts with precision</p>		
<b>Tests</b>	<b>Dialogue, Discussion, and Reports</b>	<b>Diminutive</b>	<p>Defining diminutives with a .precise morphological definition</p> <p>Stating the semantic purposes of diminutives, such as reduction, .affection, or approximation</p> <p>Recognizing the basic patterns of , فَعِيلٌ, فَعِيلٌ, فَعِيلٌ diminutives such as فَعِيلٌ.</p> <p>Transforming different nouns into the diminutive form according to .morphological rules</p>	2	12

			<p>Distinguishing between words that can be diminutive and those that cannot</p> <p>Analyzing the structure of the word before and after diminutive formation to understand the morphological changes that have occurred</p> <p>Applying diminutive rules to three-letter, four-letter, and five-letter nouns</p> <p>Extracting examples of diminutive forms from Arabic texts</p> <p>Using diminutive forms in sentences created by the student to demonstrate their meaning</p> <p>Developing the ability to analyze morphological phenomena in the Arabic language</p>		
<b>Tests</b>	<b>Dialogue, discussion, and reports</b>	<b>Broken Plurals</b>	<p>(جمع التكسير) Defining broken plural with a precise morphological definition</p> <p>Differentiating between broken plural and other types of plurals, such as sound masculine plural and sound (جمع المذكر السالم) and (جمع المؤنث السالم) feminine plural</p>	2	13

			<p>Recognizing the common patterns of broken plural in the Arabic language.</p> <p>Differentiating between few plural (جمع القلة) and many plural (جمع الكثرة) in terms of meaning and usage.</p> <p>Transforming the singular into plural according to the appropriate morphological rules.</p> <p>Analyzing the structure of the word to understand the changes that occur when pluralized.</p> <p>Extracting examples of broken plurals from various Arabic texts.</p> <p>Employing broken plurals in sentences created by the student.</p> <p>Explaining the impact of morphological changes on meaning and connotation.</p> <p>Developing the ability to analyze morphological phenomena in the Arabic language.</p>		
<p>Recognizing the character of Dr. Al-Waeli and the context of his composition of the poem. Studying Al-Waeli's poem in mourning for Imam Al-Jawad (peace be upon him) - an artistic study</p> <p>.Summarizing the theme of the poem and its main emotional and religious axes</p> <p>Identifying the rhetorical devices used in the poem, such as metaphor, simile, and antithesis. Dialogue and discussion</p> <p>.Analysis of the artistic images used in lamentation and how they reflect the emotional content</p> <p>.Interpretation of the meanings of carefully chosen words and phrases and their impact on the reader</p>			14		

<p>.Deriving the moral, religious, and spiritual values conveyed by the poem          .Comparing the artistic style of Sheikh Al-Waeli with the styles of other elegiac poets          .Interpreting the relationship between meter, rhyme, and poetic style in enhancing the impact of elegy          .Expressing the poem's effect on the general feelings of the audience from a critical and artistic perspective          .Employing methods of artistic analysis in studying other similar poetic texts</p>					
<p><b>Tests</b></p>	<p><b>Dialogue, Discussion, and Reports</b></p>	<p><b>:Lessons in spelling</b></p>	<p>Recognizing the basic spelling rules in the Arabic language hamzah, the connected and ) disconnected ta, tanween, (...hamzahs</p> <p>Distinguishing between phonetically and orthographically .similar letters and words</p> <p>Writing words and sentences correctly according to spelling .rules</p> <p>Correcting spelling mistakes in .prepared texts</p> <p>Applying spelling rules to written .texts and daily dictation</p> <p>Understanding the relationship between correct pronunciation and .correct writing</p> <p>Explaining the reasons for spelling errors and correcting .them</p> <p>Using punctuation marks correctly .to clarify meaning</p>	<p>2</p>	<p>15</p>

			Developing the ability for self-editing and reviewing writing .before submission		
			Employing spelling skills in producing linguistically correct .written texts		
<b>258. Course evaluation</b>					
<b>Assessment</b>				<b>Grade Criteria</b>	
<b>Formative</b>		<b>Summative</b>		<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>	
Grade	Assessment Methods	Grade	Assessment Methods		
%2	Daily Exams	15	First month theoretical exam		
%2	Seminars	15	Second month's theoretical exam		
%2	Reports	-----	Semester Practical Assessment		
%2	Participation	-----	Final Practical Exam		
%2	Voluntary work	60	Final Theoretical Exam		
%10		%90			
<b>259. Learning and Teaching Resources</b>					
1- The Book – Sibawayh of the Holy Quran 2- Nahj al-Balagha  3- Commentary on Ibn Malik's Alfiyyah – Ibn Aqil 4- Comprehensive Arabic Lessons – Mustafa al-Ghalayini					

- 5- Justice in Issues of Disagreement Among Grammarians by Al-Anbari
- 6- Encyclopedia of Morphology and Syntax by Ibrahim Shams al-Din
- 7- Arabic Language Rules by Muhammad Diab
- 8- Reference for Students in Grammar Rules by Ibrahim Shams al-Din

**Description of the Curriculum for the Subject of Sound – Second Stage – Kindergarten Department**

Course Name .1
Sound
260. Course Code
261. Chapter / Year
Chapter One 2025-2026
262. Date of preparation of this description
2026-3-7
263. Available attendance formats
Weekly In-Person
264. Total number of hours and credit units
30

265. Name of the course coordinator

Email	Name
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266. Course Objectives

**:The aim of this course**

**To introduce the student to the concept of linguistic sound and its –1  
.branches (articulatory sounds – auditory sounds – functional sounds)**

**To understand the mechanisms of sound production in the human .2  
speech apparatus and to know the speech organs, their functions, and  
.how they coordinate their work**

**To distinguish between types of sounds in terms of: qualities, points .3  
.of articulation, intensity, whispering, voicing, emphasis, and lightness**

**To recognize the differences between phonetic phenomena such as: .4  
substitution, assimilation, vowel modification, concealment, stopping,  
.and linking**

<p><b>To understand the phonetic systems in Arabic and compare the .5 phonetic phenomena between it and other languages</b></p>
<p><b>Developing the student's ability to pronounce Arabic sounds -6 .correctly, especially the difficult or less common sounds</b></p>
<p><b>Training the student to analyze texts from a phonetic perspective and -7 .to draw the phonetic map of words</b></p>
<p><b>Applying the rules of diacritics and intonation to poetic and prose -8 .texts</b></p>
<p><b>Distinguishing the pronunciation problems among learners and -9 .developing methods to correct them</b></p>
<p><b>Enhancing aesthetic awareness of the Arabic sound and its rhythmic -10 .structure</b></p>
<p><b>Stimulating the student's interest in pronunciation phenomena in the -11 .Holy Quran and Modern Standard Arabic</b></p>

**Developing the learner's appreciation for the importance of sound in -12**  
**.understanding and enjoying texts**

**Preparing the student to work in the fields of teaching, public -13**  
**.speaking, media, and speech therapy**

**Developing vocal performance skills (delivery – Quran recitation – -14**  
**).(reading – voice acting**

**Enabling the student to conduct field research on Arabic dialects and -15**  
**.analyze them phonetically**

267. Teaching and Learning Strategies

29– Explanation on the board

30– Group Discussions

31– Homework

32– Brainstorming

33– Submitting reports on the topics covered in the lecture

34– Assigning students to research other answers to questions about  
their courses

35– Series of Open–Ended Questions

## Learning through Branching Stories

<b>268. Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Tests</b>	<b>Discussion and explanation on the board with PowerPoint presentation</b>	<b>The phenomenon of sound</b>	<p>The student explains the concept of sound as vibrations that travel through a physical .medium</p> <p>The student distinguishes between the different properties of sound: pitch (frequency), intensity (amplitude), and sound .wave</p> <p>The student explains how sound travels in air, water, .and solid materials</p> <p>The student illustrates the relationship between frequency, wavelength, .and the speed of sound</p> <p>The student measures the speed of sound using .practical experiments</p> <p>The student analyzes the effect of the medium and temperature on the speed .of sound</p>	<b>2</b>	<b>1</b>

			<p><b>The student identifies natural and artificial sound sources and classifies them according to their properties</b></p> <p><b>The student concludes the relationship between sound intensity and its effect on hearing and safety</b></p> <p><b>The student compares different sounds in terms of frequency and intensity</b></p> <p><b>The student evaluates scientific experiments related to sound and draws accurate conclusions</b></p> <p><b>The student explains acoustic phenomena such as echo, resonance, and sound interference</b></p> <p><b>The student innovates methods to reduce noise or improve sound quality in different environments</b></p> <p><b>The student designs a simple experiment to demonstrate the properties of sound</b></p>		
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<p><b>Tests</b></p>	<p><b>Discussion and explanation on the board with PowerPoint presentation</b></p>	<p><b>The importance of hearing in perceiving sound and its .softness</b></p>	<p>The student explains the role of the sense of hearing in perceiving sound and identifying its .properties</p> <p>The student illustrates the relationship between the sense of hearing and sound properties such as intensity and softness .(gentleness or mildness)</p> <p>The student distinguishes between loud and quiet sounds, sharp and soft .sounds</p> <p>The student identifies the effect of changes in sound intensity on its sensory .perception</p> <p>The student analyzes how the medium can affect the perception of sound .softness</p> <p>The student compares different sounds and describes them in terms of softness, sharpness, and .intensity</p> <p>The student evaluates the importance of hearing in</p>	<p>2</p>	<p>2</p>
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			<p><b>communication and understanding different .sounds</b></p> <p><b>The student explains how hearing impairment can lead to changes in the perception of sound and .its softness</b></p> <p><b>The student innovates methods to clarify or improve the perception of soft sounds in educational .experiments</b></p> <p><b>The student uses sound intensity measuring tools or recording devices to observe differences in .softness</b></p>		
<b>Tests</b>	<b>Discussion and brainstorming and explanation on the board with PowerPoint presentation</b>	<b>Speech -- organs</b>	<p><b>The student identifies the main speech organs such as: the lips, teeth, tongue, .throat, palate, and lungs</b></p> <p><b>The student explains the role of each speech organ in producing sounds and .speech</b></p> <p><b>The student interprets the relationship between the movement of speech</b></p>	<b>2</b>	<b>3</b>

			<p><b>organs and the different types of letters (such as .(strong and soft letters</b></p> <p><b>The student distinguishes between sounds produced by the front and back .speech organs</b></p> <p><b>The student analyzes how the movement of the tongue and lips affects the correct pronunciation of .letters and words</b></p> <p><b>The student connects the speech organs with the clarity and quality of .sound in speech</b></p> <p><b>The student compares the correct and incorrect ways of pronouncing .different sounds</b></p> <p><b>The student evaluates the impact of any disorder or weakness in a speech organ on the clarity of .speech</b></p> <p><b>The student suggests methods to improve pronunciation using knowledge of the speech .organs</b></p>		
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			<p><b>The student draws a diagram or model of the speech organs to illustrate their locations and .functions</b></p> <p><b>The student performs simple pronunciation exercises to observe the .role of each organ</b></p>		
<b>Tests</b>	<b>Presenting reports and discussing and explaining on the board with a PowerPoint presentation</b>	Consonant sounds and soft sounds	<p><b>The student identifies the consonant sounds and the vowel sounds in the .Arabic language</b></p> <p><b>The student explains the difference between hard sounds (consonants) and soft sounds in terms of pronunciation and .movement</b></p> <p><b>The student interprets the effect of consonant or vowel sounds on the word .and its meaning</b></p> <p><b>The student distinguishes between words that contain consonant sounds .and soft sounds</b></p> <p><b>The student analyzes the position of soft sounds</b></p>	<b>2</b>	<b>4</b>

			<p><b>within the word (at the beginning, middle, end) and their effect on .pronunciation</b></p> <p><b>The student compares similar words that differ in consonant and soft sounds in terms of pronunciation and .meaning</b></p> <p><b>The student evaluates the pronunciation of consonant and soft words .in sentences correctly</b></p> <p><b>The student explains how soft sounds affect the ease of pronunciation and the .appropriateness of speech</b></p> <p><b>The student suggests ways to strengthen the correct pronunciation of .consonant and soft sounds</b></p> <p><b>The student performs pronunciation exercises to distinguish between .consonant and soft sounds</b></p> <p><b>The student records his observations and classifies words according to the .type of sound</b></p>		
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			<b>The student applies the rules of sounds in writing correct words and .sentences</b>		
<b>Tests</b>	<b>Discussion, brainstorming, and explanation on the board with PowerPoint presentation</b>	<b>Measures of the Sounds of Lin</b>	<p><b>The student defines the concept of soft sound measures and their importance in correct .pronunciation</b></p> <p><b>The student explains the relationship between the level of fluency and the characteristics of sound, such as smoothness and .ease of pronunciation</b></p> <p><b>The student explains how to classify soft sounds according to the degree of softness or looseness of .the sound</b></p> <p><b>The student distinguishes between words that contain soft sounds of .varying degrees</b></p> <p><b>The student analyzes the effect of changing the degree of softness on the clarity and fluency of .speech</b></p>		<b>5</b>

			<p><b>The student compares soft sounds in different words and describes the .phonetic differences</b></p> <p><b>The student evaluates the pronunciation of words according to the correct degree of softness for each .sound</b></p> <p><b>The student explains the impact of soft sounds on the ease of pronunciation and understanding of .meaning</b></p> <p><b>The student suggests practical methods to strengthen the correct pronunciation of soft sounds and improve their .flexibility</b></p> <p><b>The student performs pronunciation exercises to identify and measure the degree of softness in .words</b></p> <p><b>The student records observations and classifies words according to the .criteria of soft sounds</b></p>		
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			<b>The student applies this knowledge in reading texts, focusing on the clarity and fluency of soft sounds</b>		
<b>Tests</b>	<b>Tests</b>	First month exam			<b>6</b>

<b>Tests</b>	<b>Discussion Summary and explanation on the board with PowerPoint presentation</b>	<p>The student defines the concept of the theory of commonality and its importance in language and grammar. Theory of commonality</p> <p>.The student explains the difference between common and singular nouns in the context of the theory</p> <p>The student interprets how the theory explains the phenomenon of commonality among things or meanings in language</p> <p>The student distinguishes between words or sentences that adhere to the principle of commonality and those that do not</p> <p>The student analyzes linguistic examples to illustrate how the theory of commonality is applied in texts and words</p> <p>The student connects the theory of commonality with other grammatical rules such as reference, generalization, and specificity</p> <p>The student evaluates their understanding of the theory of commonality by applying it to written and oral texts</p> <p>.The student explains the effect of commonality on the meaning of the sentence or word</p> <p>.The student suggests new examples to clarify the concept of prevalence and its correct usage</p> <p>.The student performs practical exercises to determine the prevalence in words and sentences</p> <p>The student records his observations and analyzes the examples to confirm his understanding of the theory</p>	<b>7</b>
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		<b>.The student applies the concept of prevalence in writing and oral expression to ensure linguistic accuracy</b>				
	<b>Tests</b>	<b>Discussion and explanation on the board with PowerPoint presentation</b>	<b>Speech defects in children 11 – 11 – 2025</b>	<p><b>The student identifies the concept of speech defects and their various types in children (such as substitution, omission, .(addition, distortion</b></p> <p><b>The student explains the causes of speech defects, whether they are organic, neurological, or .environmental</b></p> <p><b>The student interprets the impact of speech defects on communication and language comprehension .in children</b></p> <p><b>The student distinguishes between the different types of speech defects through practical examples or audio .recordings</b></p> <p><b>The student analyzes the speech behaviors of children and concludes the presence of any .disorders or weaknesses</b></p> <p><b>The student compares children with different</b></p>	<b>2</b>	<b>8</b>

			<p><b>speech defects to identify .common patterns</b></p> <p><b>The student evaluates the impact of speech defects on the child's ability to communicate socially and .learn</b></p> <p><b>The student suggests appropriate strategies to correct speech defects based on their type and .cause</b></p> <p><b>The student explains the role of the environment, school, and family in supporting proper speech .in children</b></p> <p><b>The student applies practical exercises to identify and classify .speech defects in children</b></p> <p><b>The student accurately records and analyzes his observations to provide therapeutic or educational .recommendations</b></p> <p><b>The student uses appropriate teaching materials to train children .in correct speech</b></p>		
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<p><b>Tests</b></p>	<p><b>Discussion and explanation on the board with PowerPoint presentation</b></p>	<p><b>Methods and Techniques for Treating Speech and Language Disorders in Children</b></p>	<p>The student identifies types of speech and language disorders in children (such as: speech defects, language delay, .(stuttering</p> <p>The student explains the goals of treating speech and language disorders and its importance in .child development</p> <p>The student explains the scientific foundations of various treatment methods and techniques, such as sound therapy, behavioral therapy, and .interactive therapy</p> <p>The student distinguishes between different methods for treating speech and language disorders and selects the appropriate one for each .case</p> <p>The student analyzes the steps for implementing speech and language exercises and determines their impact on improving .communication</p>	<p>2</p>	<p>9</p>
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			<p><b>The student compares individual and group therapy strategies and the .benefits of each</b></p> <p><b>The student evaluates the effectiveness of the treatment methods used on children based on .tangible results</b></p> <p><b>The student explains the challenges of therapy and the reasons for its success or failure in different .cases</b></p> <p><b>The student suggests innovative improvements to treatment methods to make them more effective .and easier</b></p> <p><b>The student implements practical speech and language exercises for children, taking into account the characteristics .of each case</b></p> <p><b>The student records observations and analyzes them to monitor the child's progress and assess .the results</b></p>		
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			<b>The student uses educational materials and assistive tools to facilitate speech correction and .improve language skills</b>		
<b>Tests</b>	<b>Tests</b>	<b>Second Month Exam</b>		<b>2</b>	<b>10</b>
<b>Tests</b>	<b>Discussion and explanation on the board with PowerPoint presentation</b>	<b>Child and linguistic sounds</b>	<p><b>The student defines the concept of linguistic sounds and their role in .language and speech</b></p> <p><b>The student explains how a child perceives different sounds and the stages of speech development in .children</b></p> <p><b>The student interprets the relationship between linguistic sounds and the formation of words and .sentences in a child</b></p> <p><b>The student distinguishes between sounds that a child can easily pronounce .and difficult sounds</b></p> <p><b>The student analyzes children's speech samples to identify correct sounds</b></p>	<b>2</b>	<b>11</b>

			<p><b>and others that may need .support or treatment</b></p> <p><b>The student connects the development of linguistic sounds with the child's age and potential .challenges in speech</b></p> <p><b>The student evaluates the child's ability to distinguish and pronounce linguistic .sounds correctly</b></p> <p><b>The student explains the impact of poor sound perception on communication skills and .language comprehension</b></p> <p><b>The student suggests methods to develop children's phonetic pronunciation skills in accordance with their age .stages</b></p> <p><b>The student performs practical exercises to strengthen the perception and pronunciation of .sounds in children</b></p> <p><b>The student records his observations and classifies</b></p>		
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			<p>sounds according to their ease or difficulty of pronunciation</p> <p>The student applies interactive educational activities to train children to use linguistic sounds correctly</p>		
<b>Tests</b>	<b>Discussion and explanation on the board with PowerPoint presentation</b>	<b>The path of righteousness</b>	<p>The student defines the concept of the right path and its importance in behavior and speech</p> <p>The student explains the rules or principles that help correct mistakes and promote proper behavior</p> <p>The student interprets the impact of following the right path on effective communication and proper behavior</p> <p>The student distinguishes between right and wrong in linguistic and behavioral examples</p> <p>The student analyzes the reasons for mistakes and suggests ways to avoid them</p>	<b>2</b>	<b>12</b>

			<p><b>The student connects the application of correctness with improving pronunciation, writing, and daily behaviors</b></p> <p><b>The student evaluates his decisions and behaviors based on how well they align with the path of righteousness</b></p> <p><b>The student interprets the results of following or ignoring righteousness in real-life situations</b></p> <p><b>The student suggests strategies to enhance commitment to righteousness in various situations</b></p> <p><b>The student implements exercises and activities to apply righteousness in writing, speaking, and behavior</b></p> <p><b>The student records his observations about mistakes and how to correct them</b></p> <p><b>The student applies the principles of</b></p>		
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			<p>righteousness in group activities to promote .interactive learning</p>		
<p><b>Tests</b></p>	<p><b>Discussion and explanation on the board with PowerPoint presentation</b></p>	<p><b>Forming words from children's babbling</b></p>	<p>The student defines the concept of child babbling and its role in language .and speech development</p> <p>The student explains the relationship between a child's sounds and the simple words that can be .formed</p> <p>The student interprets how children's sounds can be transformed into understandable and .usable words</p> <p>The student distinguishes the sounds and linguistic play produced by children .to form words</p> <p>The student analyzes the stages of word development in children from their simple .babbling to clear words</p> <p>The student connects children's sounds to the correct words that can be .formed from them</p>	<p>2</p>	<p>13</p>

			<p><b>The student evaluates the child's ability to produce understandable words .based on their sounds</b></p> <p><b>The student explains the challenges a child may face when transitioning from babbling to correctly .pronouncing words</b></p> <p><b>The student suggests methods to improve word formation from children's babbling and support .their language growth</b></p> <p><b>The student implements practical exercises to transform children's .sounds into clear words</b></p> <p><b>The student records observations about the child's sounds and the .words derived from them</b></p> <p><b>The student applies interactive activities to enhance language and speech development in .children through babbling</b></p>		
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<p><b>Factors influencing the development of linguistic sounds</b></p> <p>2025 – 12 – 23</p>					14	
	<p><b>Tests</b></p>	<p><b>Discussion and explanation on the board with PowerPoint presentation</b></p>	<p><b>Differences in speech organs</b></p>	<p>The student identifies the different speech organs such as: the lips, teeth, tongue, throat, palate, and .lungs</p> <p>The student explains the function of each speech organ in producing .different sounds</p> <p>The student interprets the reason for the variation in the pronunciation of letters based on the different speech organs .used</p> <p>Application and .2 Analysis</p>	2	15

			<p><b>The student distinguishes between the sounds produced by the front and .back speech organs</b></p> <p><b>The student analyzes the effect of the movement of speech organs on the correct pronunciation of .letters and words</b></p> <p><b>The student compares the pronunciation of words when using different .speech organs</b></p> <p><b>The student evaluates the pronunciation of letters and words based on the correct use of speech .organs</b></p> <p><b>The student explains the problems resulting from dysfunction or weakness of one of the speech organs .on speech clarity</b></p> <p><b>The student suggests ways to improve pronunciation and correct errors resulting from the use of .different speech organs</b></p> <p><b>The student draws a diagram illustrating the</b></p>		
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			<p><b>locations of the speech .organs and their functions</b></p> <p><b>The student performs practical exercises to observe the role of each organ in sound .production</b></p> <p><b>The student records his observations and analyzes them to determine the relationship between the speech organs and the production of correct .sound</b></p>		
269. Course evaluation					
<b>Assessment</b>				<b>Grade Criteria</b>	
<b>Formative</b>			<b>Summative</b>		
Grade	Assessment Methods	Grade	Assessment Methods	<ul style="list-style-type: none"> <li>- Excellent )90-100(</li> <li>- Very Good (80-less than 90)</li> <li>- Good (70-less than 80)</li> <li>- Average (60 - less than 70)</li> <li>- Acceptable (50 - less than 60)</li> <li>- Poor (less than 50)</li> </ul>	
%2	Daily Exams	15	First month theoretical exam		
%2	Seminars	15	Second month's theoretical exam		
%2	Reports	-----	Semester Practical Assessment		

%2	Participation	----- ---	Final Practical Exam	
%2	Voluntary work	60	Final Theoretical Exam	
%10		%90		Total grades )100%(

270. Learning and Teaching Resources

**1 – The Holy Quran**

**2 – Nahj al–Balagha**

**3 – Language Sounds – Author: Dr. Ibrahim Anis**

**4 – On Language Sounds – A Study of Arabic Long Vowels – Ghaleb Al–Mutalabi**

**5 – Phonetics: Kamal Bashar**

**6 – Study of Language Sound: Ahmed Mukhtar Omar**

**:Supporting Sources**

**1 – Arabic Language – Its Meaning and Structure: Tammam Hassan**

**2 – Uses of Arabic Letters (Lexical – Phonetic – Morphological – Syntactic – Written): Suleiman Fayyad**

**3 – The Phonetic Structure and Its Significance in the Poetry of Abdel Nasser Saleh: Ibrahim Mustafa**

**4– Language Sounds: An Organic, Pronunciation, and Physical Study: Samir Sharif**

**Estetia**

**5– Phonetics Dictionary: Rashid Abdul Rahman Al–Obeidi**

**6– In Comparative Phonetics: The Historical Change of Sounds in Arabic and  
Semitic Languages: Amina Saleh Al–Zoubi**

### **Course Descriptions**

Course Name .1
Arabic Language – Stage Three
271. Course Code
272. Chapter / Year
Sixth Semester – Academic Year 2025-2026
273. Date of preparation of this description
2026 -3-5
274. Available attendance formats
Weekly Attendance
275. Total number of hours and credit units
hours – 2 units 2
276. Name of the course coordinator

Email	Name
<a href="mailto:hanan.marzoug@s.uokerbala.edu.iq">hanan.marzoug@s.uokerbala.edu.iq</a>	Dr. Hanan Marzouk Shadhan
<b>277. Course Objectives</b>	
First: Cognitive Objectives	
Understand the basic rules of grammar and morphology that govern the structure of the -1 .Arabic sentence	
Distinguish between the types of words in Arabic (noun, verb, particle) and their functions -2 .in the sentence	
Know the grammatical relationships between the components of the sentence, such as the -3 .subject, object, subject of the sentence, and predicate	
.Recognize the effect of grammatical markers in determining meaning -4	
.Acquire the ability to analyze linguistic structures with correct grammatical analysis -5	
Second: Skill Objectives	
.Employ grammatical rules in writing that is correct and free of errors -1	
.Improving the skill of correctly reading Arabic texts -2	
.The ability to parse and analyze sentences according to grammatical rules -3	
.Constructing grammatically correct sentences in speech and writing -4	
.Identifying and correcting linguistic errors -5	
Third: Affective and Value Goals	
.Developing the student's appreciation for the beauty and precision of the Arabic language -1	
.Enhancing the sense of belonging to the Arabic linguistic and cultural identity -2	
.Fostering interest in using standard Arabic in scientific and cultural communication -3	

278. Teaching and Learning Strategies

Induction (learning by discovery) .1

Students are presented with a text or linguistic examples, then asked to observe the .linguistic phenomenon and deduce the rule

Cooperative Learning .2

.Students work in groups to solve grammatical exercises or analyze sentences

Solving linguistic problems .3

Students are presented with a question or a linguistic error and are asked to identify the .reason and correct it

Brainstorming .4

Pose an open grammatical question and allow students to present multiple ideas before .arriving at the correct answer

Concept maps .5

Organizing grammatical concepts in a visual diagram that illustrates the relationships .between them

**279. Course Structure**

Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
<p align="center"><b>Tests + Exercises</b></p>	<p align="center">                     Concept maps                      Cooperative learning                      Brainstorming                 </p>	<p align="center"><b>Comparative adjective</b></p>	<p align="center"> <b>:Cognitive</b>   <b>Define the comparative adjective and explain its significance in comparing two .things</b>   <b>Know the standard form of the such (أفعال) comparative adjective</b>                      as: أكبر, أفضل, أعلم.   <b>Determining the conditions from which the comparative .noun is derived from the verb</b>   <b>Differentiating between the various cases of the comparative .noun</b>   <b>.Skill outputs</b>   <b>It is expected that the student :will be able to</b>   <b>Extract the comparative noun .from texts or sentences</b>   <b>Employ the comparative noun in grammatically correct .sentences</b>   <b>Differentiating between the use of the comparative noun for</b> </p>	<p align="center"><b>2</b></p>	<p align="center"><b>1</b></p>

			<p><b>comparison and its use to .indicate a quality only</b></p> <p><b>Analyze the comparative noun in the sentence according to its .grammatical position</b></p> <p><b>Transform some adjectives or verbs into the comparative noun form if the derivation conditions .are met</b></p> <p><b>.Practical outputs</b></p> <p><b>:The student can</b></p> <p><b>He writes sentences or a short paragraph using more than one .comparative adjective</b></p> <p><b>He corrects common mistakes in the use of comparative .adjectives</b></p>		
<b>Tests + Exercises</b>	<p>Concept maps</p> <p>Cooperative Learning</p> <p>Brainstorming</p>	<b>Construction of the past tense verb</b>	<p><b>First: Knowledge Outputs</b></p> <p><b>By the end of the lesson, the :student is expected to be able to</b></p> <p><b>Define the past tense and explain its temporal significance .in the Arabic language</b></p> <p><b>Know that the past tense is fixed and not inflected, and explain .the types of its construction</b></p>	2	2

			<p><b>Identify the cases of constructing the past tense, such as</b></p> <ul style="list-style-type: none"><li><b>.Building on the opening</b></li><li><b>.Building on the stillness</b></li><li><b>.Building on the vowel</b></li></ul> <p><b>Knowing the pronouns that connect to the past tense verb and their impact on its structure</b></p> <p><b>Secondly: Skill Outputs</b></p> <p><b>It is expected that the student will be able to</b></p> <ul style="list-style-type: none"><li><b>Distinguishing between the -1 past tense verb and other verbs in the sentence</b></li><li><b>Correctly parsing the past -2 tense verb while indicating the type of structure</b></li><li><b>Identifying the structural -3 marker of the past tense verb when connected to pronouns such as</b><ul style="list-style-type: none"><li><b>The "taa" of the subject</b></li><li><b>The "naa" of the subjects</b></li><li><b>.Wow, the group</b></li></ul></li></ul>	
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			<p><b>Analysis of sentences that -4 include the past tense verb and identifying its position and .function in the structure</b></p> <p><b>Third: Practical Outputs</b></p> <p><b>:The student will be able to</b></p> <p><b>Form correct sentences using the past tense with different .pronouns</b></p> <p><b>Extract past tense verbs from a .short text and analyze them</b></p> <p><b>Correct grammatical errors related to the construction of the .past tense verb</b></p> <p><b>Fourth: Analytical Outputs</b></p> <p><b>It is expected that the student :will be able to</b></p> <p><b>Interpret the reason for constructing the past tense verb with a specific marker in the .sentence</b></p> <p><b>Distinguish between the different cases of constructing the past tense verb when .connected to pronouns</b></p>		
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<p><b>Tests + Continuous electronic assessment</b></p>	<p><b>Brainstorming + Solving linguistic problems</b></p>	<p><b>Common linguistic errors</b></p>	<p><b>First: Cognitive Outcomes</b></p> <p><b>It is expected that the student, :after the lesson, will be able to</b></p> <p><b>Define the concept of a linguistic error and the difference .between it and a mistake</b></p> <p><b>Distinguish between correct and incorrect usage in common .linguistic structures</b></p> <p><b>Provide examples of common linguistic errors in daily and .written usage</b></p> <p><b>Explain the reasons for the prevalence of certain linguistic .errors in contemporary Arabic</b></p> <p><b>Second: Skill Outcomes</b></p> <p><b>It is expected that the student :will be able to</b></p> <p><b>It detects linguistic errors in .given sentences or texts</b></p> <p><b>It corrects errors according to .the appropriate linguistic rule</b></p> <p><b>It reformulates incorrect sentences into grammatically .correct ones</b></p> <p><b>It employs grammatical and morphological rules to avoid</b></p>	<p><b>2</b></p>	<p><b>3</b></p>
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			<p>mistakes in writing and .expression</p> <p><b>Third: Practical Outputs</b></p> <p>It is expected that the student :will be able to</p> <p>It uses correct linguistic structures in both oral and .written expression</p> <p>It applies language rules to avoid common mistakes in various communication .situations</p> <p>It evaluates its linguistic uses .and self-corrects them</p>		
Tests + homework	Cooperative Learning Brainstorming	Number	<p><b>Cognitive Learning Outcomes</b></p> <p>It is expected that the student :will be able to</p> <p>Define the concept of number and counted noun in the Arabic .language</p> <p>Distinguish between types of numbers (singular, compound, .(tens, and conjunctions</p> <p>Explain the general rule for matching or differing the .number with the counted noun</p>	2	4

			<p><b>Indicate the cases of masculine and feminine forms of numbers .according to the counted noun</b></p> <p><b>Skill Learning Outcomes</b></p> <p><b>It is expected that the student :will be able to</b></p> <p><b>Distinguish the correct usage of .numbers in the given sentences</b></p> <p><b>Identify the type of number in .different examples</b></p> <p><b>Correctly parse the number and .the counted noun</b></p> <p><b>It corrects language errors .related to the use of numbers</b></p> <p><b>Applied learning outcomes</b></p> <p><b>It is expected that the student :will be able to</b></p> <p><b>The student correctly employs numbers in sentences of their .own creation</b></p> <p><b>The student uses numbers and nouns correctly in both oral and .written expression</b></p> <p><b>The student applies the rules of numbers in writing dates, .degrees, quantities, and more</b></p>		
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<p><b>Homework + Tests</b></p>	<p><b>Mind Maps + Cooperative Learning</b></p>	<p><b>Inna and its sisters</b></p>	<p><b>Cognitive outcomes</b></p> <p><b>It is expected that the student, :after the lesson, will be able to</b></p> <p><b>and its "إِنَّ" The student defines sisters as particles that .introduce the nominal sentence</b></p> <p><b>The student mentions and lists "إِنَّ" (إِنَّ، أَنْ، كَأَنَّ، لَكِنَّ، لَيْتَ، لَعَنَّ).</b></p> <p><b>The student explains the effect of these particles on the nominal sentence (accusative for the subject and nominative for the .(predicate</b></p> <p><b>It shows the meanings that each .of these tools conveys</b></p> <p><b>Skill outputs</b></p> <p><b>It is expected that the student :will be able to</b></p> <p><b>It distinguishes between the nominal sentence before and "إِنَّ" after the introduction of .and its sisters</b></p> <p><b>It correctly inflects the noun of .and its predicate "إِنَّ"</b></p>	<p><b>2</b></p>	<p><b>5</b></p>
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			<p><b>It identifies the type of predicate singular, sentence, semi- "إِنَّ" of .(sentence</b></p> <p><b>It corrects linguistic errors and its "إِنَّ" related to the use of .sisters</b></p> <p><b>Practical outputs</b></p> <p><b>It is expected that the student :will be able to</b></p> <p><b>and its sisters "إِنَّ" It employs correctly in sentences of its own .creation</b></p> <p><b>It uses these letters in oral and .written expression correctly</b></p> <p><b>It applies the rule in analyzing .simple linguistic texts</b></p>		
<b>Tests</b>	<b>Tests</b>	<b>First Month Exam</b>		<b>2</b>	<b>6</b>
<p><b>Cognitive Outcomes</b></p> <p><b>:It is expected that the student will be able to</b></p> <p><b>.Defines the concept of the hamzah in the Arabic language and its types based on its position in the word</b></p> <p><b>.Differentiates between the hamzah at the beginning, middle, and end of the word</b></p> <p><b>.Explains the general rule for writing the hamzah according to the strength of the vowels</b></p> <p><b>.Lists the letters on which the hamzah is written (alif, waw, ya, and on the line)</b></p> <p><b>Skill outputs</b></p>					<b>7</b>

<p><b>:It is expected that the student will be able to</b></p> <p><b>.Identifies the position of the hamzah in the word (beginning, middle, end)</b></p> <p><b>.Distinguishes between the correct and incorrect spelling of the hamzah in different words</b></p> <p><b>.Applies the rule of the strongest movements to determine the position of the hamzah</b></p> <p><b>.Corrects spelling mistakes related to the hamzah's spelling</b></p> <p><b>Practical outputs</b></p> <p><b>:It is expected that the student will be able to</b></p> <p><b>.Writes words that contain a hamzah correctly</b></p> <p><b>.Employs words with different hamzah forms in sentences of his/her own creation</b></p> <p><b>Reviews his/her writing, discovers hamzah errors, and self-corrects. Hamzah Spelling Mind Maps + Cooperative Learning Tests</b></p>					
<b>Tests + Exercises</b>	<p>Concept maps Cooperative learning Brainstorming</p>	<b>Definite and indefinite nouns</b>	<p><b>Cognitive</b></p> <p><b>The student should define the concept of definite and .indefinite nouns</b></p> <p><b>The student should distinguish between definite nouns of , "ال" various types (definite with proper nouns, pronouns, and the added noun) and indefinite .nouns</b></p> <p><b>The student should list examples for each type of definite and .indefinite noun</b></p> <p><b>Skillful</b></p>	<b>2</b>	<b>8</b>

			<p><b>To classify the words in a given text as definite or indefinite .accurately</b></p> <p><b>To use definite and indefinite nouns correctly in sentences .according to the context</b></p> <p><b>To create new sentences that contain definite and indefinite nouns in a grammatically .correct manner</b></p> <p><b>Emotional</b></p> <p><b>To pay attention to linguistic accuracy in the use of definite and indefinite nouns when .writing and speaking</b></p> <p><b>To observe the effect of definite and indefinite nouns on clarity of meaning and to avoid .ambiguity</b></p>		
<b>Tests + Exercises</b>	<p>Concept maps</p> <p>Cooperative learning</p> <p>Brainstorming</p>	<b>Relative pronouns</b>	<p><b>Definite .</b></p> <p><b>To understand the meaning of the relative pronoun and its .function in the sentence</b></p> <p><b>To distinguish between types of relative pronouns: (who, which, those, that, what, from, .(...where</b></p>	<b>2</b>	<b>9</b>

			<p><b>To provide correct examples for .each type of relative pronoun</b></p> <p><b>Skill-based .2</b></p> <p><b>To accurately classify words in a text into relative and non-.relative pronouns</b></p> <p><b>To correctly link the relative pronoun to the verb or clause .that follows it</b></p> <p><b>To formulate new sentences using relative pronouns in a grammatically and rhetorically .correct manner</b></p> <p><b>Emotional .3</b></p> <p><b>To pay attention to understanding the relationship between the relative pronoun and what precedes and follows it .to ensure clarity of meaning</b></p> <p><b>To note the importance of using relative pronouns in writing and .speaking to avoid confusion</b></p>		
		<b>Agent</b>	<p><b>Cognitive .1</b></p> <p><b>The student should know the meaning of the subject complement and its role in the .sentence</b></p>	<b>2</b>	<b>10</b>

			<p><b>To distinguish between the subject and the agent in the .passive voice sentence</b></p> <p><b>To enumerate the signs and models of the agent in different .sentences</b></p> <p><b>Skill-based .2</b></p> <p><b>To convert the sentence from the active voice to the passive voice while accurately .identifying the agent</b></p> <p><b>To create correct sentences that .contain the agent</b></p> <p><b>To accurately identify the agent .in short texts</b></p> <p><b>Emotional .3</b></p> <p><b>To pay attention to the use of the agent to convey meaning .clearly</b></p> <p><b>To observe the effect of the agent on the structure and style .in writing and speaking</b></p>		
<b>Tests + Exercises</b>	<p>Concept maps</p> <p>Cooperative learning</p> <p>Brainstorming</p>	<b>Objects</b>	<p><b>Cognitive .</b></p> <p><b>To know the types of objects: direct object, absolute object, object of time, object of</b></p>	<b>2</b>	<b>11</b>

			<p><b>purpose, and object of .accompaniment</b></p> <p><b>To identify the function of each .type of object in the sentence</b></p> <p><b>To list the signs and examples .for each type of object</b></p> <p><b>Skill-based .2</b></p> <p><b>To distinguish the direct object and its types in different texts .and sentences</b></p> <p><b>To transform sentences and use objects correctly within the .context</b></p> <p><b>To create new sentences that contain different types of objects in a grammatically .correct manner</b></p> <p><b>Emotional .3</b></p> <p><b>To observe the importance of using objects to clarify meaning and add precision in writing and .speaking</b></p> <p><b>To ensure the appropriate use of objects according to the context .to guarantee clarity of meaning</b></p>		
<b>Tests + Exercises</b>	Concept maps Cooperative learning	<b>What is omitted from letters and what is added</b>	<b>Definite .</b>	<b>2</b>	<b>12</b>

	Brainstorming		<p><b>To understand the concept of extra letters and omitted letters .in words</b></p> <p><b>To distinguish between original letters and letters that are .omitted or added in the word</b></p> <p><b>To list practical examples of words from which letters are removed or to which letters are .added</b></p> <p><b>Skill-based .2</b></p> <p><b>To apply the rules to words and accurately identify the extra and .omitted letters</b></p> <p><b>To correct spelling mistakes resulting from incorrect .omission or addition of letters</b></p> <p><b>To write sentences and words that correctly contain cases of .omitted and added letters</b></p> <p><b>Emotional .3</b></p> <p><b>To pay attention to proofreading and ensure the correctness of .the letters used</b></p> <p><b>To observe the effect of extra and omitted letters on the accuracy of meaning and the .integrity of spelling</b></p>		
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<p><b>Tests + Exercises</b></p>	<p>Concept maps Cooperative learning Brainstorming</p>	<p><b>Hamzat al-Wasl and Hamzat al-Qat</b></p>	<p><b>Definite .</b></p> <p><b>To know the meaning of the hamzat al-wasl (connecting hamza) and hamzat al-qat' (separating hamza) and their .positions in the word</b></p> <p><b>To distinguish between words that begin with a hamzat al-wasl and those that begin with a .hamzat al-qat</b></p> <p><b>To enumerate the signs of each type of hamza and provide .practical examples for each</b></p> <p><b>Skill-based .2</b></p> <p><b>To accurately determine the .type of hamza in different words</b></p> <p><b>To write words and sentences using the correct forms of Hamzat al-Wasl and Hamzat al-.Qat</b></p> <p><b>To correct common mistakes related to the two Hamzas in .texts and exercises</b></p> <p><b>Emotional .3</b></p> <p><b>To pay attention to writing accuracy and spelling when dealing with words that begin .with a Hamza</b></p>	<p>2</p>	<p>13</p>
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				<b>To observe the impact of distinguishing between Hamzat al-Wasl and Hamzat al-Qat on understanding meaning and the integrity of the text</b>		
<b>Cognitive .2</b> (taa mabsoota) and the positions of each in words. ت (taa marbuta) and the open ت To know the difference between the tied Collaborative learning + tests .(dhaa) when writing, and to know the specific rules for each letter ظ (dad) and ض To distinguish between .ظ and ض as well as examples of words that contain ,ت To list practical examples of words that contain the tied and open <b>Skill-based .2</b> .in words and sentences ت To accurately identify the tied and open .To write words and sentences using the letters dād, zā', and the two forms of tā' (marbūṭa and mabsūṭa) correctly To correct common mistakes related to the letters dād, zā', and the two forms of tā' (marbūṭa and mabsūṭa) in texts and .exercises <b>Emotional .3</b> .To pay attention to the accuracy of writing and spelling when dealing with the two forms of tā' and the letters dād and zā' To observe the impact of distinguishing between these letters on the clarity of meaning and the integrity of the text. Rules for writing the two forms of tā' – dād and zā'						<b>14</b>
<b>Tests</b>	<b>Tests</b>	<b>Second Month Exam</b>		<b>2</b>	<b>15</b>	
280. Course evaluation						
<b>Assessment</b>				<b>Grade Criteria</b>		
<b>Formative</b>		<b>Summative</b>				
Grade	Assessment Methods	Grade	Assessment Methods	Excellent )90-100( - Very Good (80-less than 90) - Good (70-less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) - Poor (less than 50)		
%2	Daily Exams	15	First month theoretical exam			
%2	Seminars	15	Second month's theoretical exam			

%2	Reports	-----	Semester Practical Assessment	
%2	Participation	-----	Final Practical Exam	
%2	Voluntary work	60	Final Theoretical Exam	
%10		%90		Total grades )100%(
<b>281. Learning and Teaching Resources</b>				
9- The Book – Sibawayh of the Holy Quran 10- Nahj al-Balagha  11- Commentary on Ibn Malik's Alfiyyah – Ibn Aqil 12- Comprehensive Arabic Lessons – Mustafa al-Ghalayini 13- Justice in Issues of Disagreement Among Grammarians by Al-Anbari 14- Encyclopedia of Morphology and Syntax by Ibrahim Shams al-Din 15- Arabic Language Rules by Muhammad Diab 16- Reference for Students in Grammar Rules by Ibrahim Shams al-Din				

<b>Course description .</b>
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Course Name .1
Educational Psychology

282. Course Code

283. Chapter / Year

Fourth semester for the second stage / 2025-2026

284. Date of preparation of this description

8-3-2026

285. Available attendance formats

Attendance

286. Total number of hours and credit units

30

287. Name of the course coordinator

Email

Name

Dhilal.84@gmail.com

Mr. Dhilal Faiq Mohan

288. Course Objectives

- :The course aims to
- For the student to recognize the concept of educational psychology - and its importance in the educational process, the relationship between it and other branches of general psychology, and how to benefit from it to achieve the goals of the educational process as effectively as possible.
- The student should know the definitions and terms of educational psychology.
- The student should understand the importance of educational psychology in the educational process and achieving the desired goals.
- The student should know the objectives of educational psychology.
- The student should recognize the characteristics of the teaching profession.
- The student should understand the desirable characteristics of a teacher.
- The student should identify the axes of effective teaching and the factors influencing it.
- The student should understand the meaning of the term (motivation), its importance, and the elements indicating its presence in individuals.
- The student should know (memory and forgetting) and their types.
- The student should differentiate between the various contemporary perspectives on interpreting (memory and forgetting).
- The student should understand how the effects of training transfer and the most important modern theories explaining this.
- The student should understand the term (feedback) and its foundations and dimensions.
- The student should understand the meaning of (learning), its definitions, characteristics, and conditions.

- **The student should recognize the difference between learning theories, their laws, and the educational applications of each theory**

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<b>289. Teaching and Learning Strategies</b>
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| - <b>.Explaining and presenting the study material through the smart screen</b> |
| - <b>.Dialogue and discussion</b>   |
| - <b>.Homework assignments</b>  |
| - <b>.Brainstorming method</b>  |
| - <b>.Presenting reports on the course vocabulary</b>                           |
| - <b>.A series of open-ended questions</b>                                      |
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<b>290. Course Structure</b>					
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Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Tests	Discussion and explanation with the material presented on the smart screen	Basics of educational .psychology	The student should know the basics of educational psychology definitions – ) importance – .(objectives	2	1
Tests	Discussion and explanation with the material presented on the smart screen	Desired characteristics of a teacher's personality	The student should recognize the desired characteristics of a teacher's personality	2	2
Tests	Discussion and explanation with the material presented on the smart screen	Motivation in learning	The student should understand the meaning of motivation in learning, its importance, and the elements that	2	3

			provide it in individuals		
Tests	Discussion and explanation with the material presented on the smart screen	Memory	The student should know the definition of memory, its types, and the theories that explain it	2	4
Tests	Discussion and explanation with the material presented on the smart screen	Forgetfulness	The student should know the definition of forgetting, its types, and the theories that explain it	2	5
		Transfer of the effect of training	The student should understand how the effect of training .transfers	2	6
Monthly exam					7
		Eid al-Fitr holiday		2	8

Tests	Discussion and explanation with the material presented on the smart screen	Feedback (return)	The student should understand the meaning of the term feedback (return) and its importance.	2	9
Tests	Discussion and explanation with the material presented on the smart screen	Learning	The student should recognize the concept of learning, its importance, and ways to achieve it effectively.	2	10
Tests	Discussion and explanation with the material presented on the smart screen	Theories of learning and their laws	The student should understand the theories of learning and their laws.	2	11
Tests	Discussion and explanation with the material presented on the smart screen	Classical Conditioning Theory	The student should become familiar with the details and educational applications of	2	12

			classical conditioning .theory		
		Gestalt Theory			
Tests	Discussion and explanation with the material presented on the smart screen		The student should become familiar with the details and educational applications of Gestalt .theory	2	13

<b>Monthly Exam</b>				<b>14</b>
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Tests	Discussion and explanation with the material presented on the smart screen	Discovery and Learning	The student should understand the meaning of discovery and learning, as well as the shapes of .learning curves	2	15
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<b>291. Course evaluation</b>					
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<b>Assessment</b>				<b>Grade Criteria</b>	
<b>Formative</b>		<b>Summative</b>			
Grade	Assessment Methods	Grade	Assessment Methods	- Excellent )90-100(	
%5	Daily Exams	15	First month theoretical exam	- Very Good (80-less than 90)	
%0	Seminars	15	Second month's theoretical exam	- Good (70-less than 80)	
				- Average (60 - less than 70)	
				- Acceptable (50 - less than 60)	
				- Poor (less than 50)	

%3	Reports		Semester Practical Assessment
%2	Participation		Final Practical Exam
%0	Voluntary work	60	Final Theoretical Exam
		%100	Total grades )100%(

**292. Learning and Teaching Resources**

**Abu Hatab, Fouad, Mohamed Saif Al-Din Fahmy, 1984, Dictionary of Psychology and Education, Volume One, .General Authority for the Affairs of the Royal Printing Press, Egypt**

**Abu Jadu, Saleh Muhammad Ali, (2003): Educational Psychology, 2nd ed. Dar Al-Masirah for Publishing, .Distribution, and Printing, Amman – Jordan**

**Al-Azairjawi, Fadel Mohsen, 1991, Foundations of Educational Psychology, Dar Al-Kutub for Printing and .Publishing, Mosul, Iraq**

**Mansy, Mahmoud Abdul Halim, et al., 2001, Introduction to Educational Psychology, Dar Al-Kutub for Printing .and Publishing, Mosul, Iraq**


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**Course description .**

Course Name .1

General Teaching Methods and Their Applications

293. Course Code

294. Chapter / Year

First / 2025-2026

295. Date of preparation of this description

30-11-2025

296. Available attendance formats

Weekly

297. Total number of hours and credit units

45

298. Name of the course coordinator

Email

Name

Dhilal.84@gmail.com

Mr. Dhilal Faiq Mohan

299. Course Objectives

- The student should recognize the concept of teaching theories, their importance, and the relationship between them and learning theories
- The student should distinguish between teaching terms (teaching methods – (teaching styles – teaching strategies
- The student should understand the concept of teaching skills and their importance
- The student should distinguish between effective and creative teaching
- The student should understand the term "differentiated instruction" and its importance
- The student should understand the strategies for differentiated instruction
- The student should recognize commonly used teaching methods (discussion, (induction, measurement
- The student should understand the difference between teaching methods (discussion, induction, measurement)
- The student should recognize teaching methods based on researching and organizing knowledge
- The student should differentiate between project-based and assignment-based methods
- The student should learn how to apply cooperative and individual learning methods
- The student should know the teaching methods that lead to mastery and creativity
- The student should understand the mechanism of applying brainstorming and its importance

**300. Teaching and Learning Strategies**

- Explaining and presenting the study material through the smart screen
- Dialogue and discussion
- Homework assignments
- Brainstorming method
- Presenting reports on the course vocabulary

- .A series of open-ended questions

- .Practical application performance of the curriculum by the students

<b>301. Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
Tests	Discussion and explanation with the material presented on the smart screen	Teaching Theories	The student should understand the concept of teaching theories, their importance, and the relationship between them and learning theories	3	1
Tests	Discussion and explanation with the material presented on the smart screen	Teaching Terms	The student distinguishes between teaching terms Teaching Methods – Teaching ) (Styles – Teaching Strategies	3	2
Tests	Discussion and explanation with the material presented on the smart screen	Teaching Skills	The student should understand the concept of teaching skills and their importance	3	3
Tests	Discussion and explanation with the material presented on the smart screen	Effective Teaching - Creative Teaching	The student should distinguish between effective and creative teaching	3	4
Tests	Discussion and explanation with the material presented on the smart screen	Diversifying Teaching	The student should understand the term "differentiated instruction" and its importance	3	5
Tests	Discussion and explanation with the material presented on the smart screen	Strategies for Diversifying Teaching	The student understands the strategies for diversifying teaching	3	6
<b>First Month Exam</b>					<b>7</b>

Tests	Discussion and explanation with the material presented on the smart screen	Common Teaching Methods	The student recognizes commonly used teaching methods (Discussion – Induction (Measurement –	3	8
Tests	Discussion and explanation with the material presented on the smart screen	Discussion – Induction and Deduction	The student should understand the difference between teaching methods (discussion, induction, .(measurement	3	9
Tests	Discussion and explanation with the material presented on the smart screen	Teaching methods based on researching and organizing knowledge	The student should recognize the teaching methods that are based on researching and .organizing knowledge	3	10
Tests	Discussion and explanation with the material presented on the smart screen	Project – Assignments	The student should differentiate between project-based and .assignment-based methods	3	11
Tests	Discussion and explanation with the material presented on the smart screen	Cooperative Learning and Individual Learning	The student should learn how to apply cooperative and .individual learning methods	3	12
Tests	Discussion and explanation with the material presented on the smart screen	Teaching Methods for Mastery and Creativity	The student should know the teaching methods that lead to .mastery and creativity	3	13
Second Monthly Exam					14
Tests	Discussion and explanation with the material presented on the smart screen	Brainstorming	The student should understand the mechanism of applying brainstorming and its .importance	3	15

302. Course evaluation

Assessment				Grade Criteria
Formative		Summative		
Grade	Assessment Methods	Grade	Assessment Methods	- Excellent )90-100( - Very Good (80-less than 90) - Good (70-less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) - Poor (less than 50)
%1	Daily Exams		First month theoretical exam	
%1	Seminars		Second month's theoretical exam	
%1	Reports		Semester Practical Assessment	
%1	Participation		Final Practical Exam	
%1	Voluntary work		Final Theoretical Exam	
%5		%95		

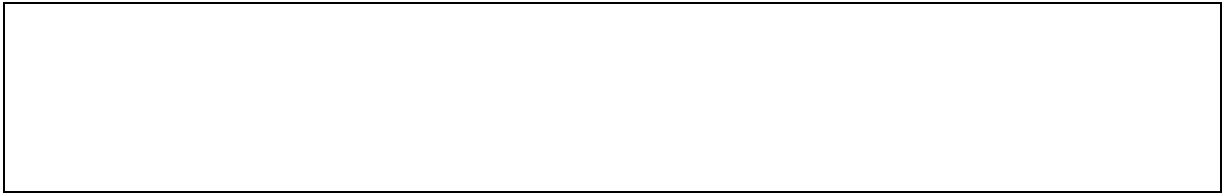
303. Learning and Teaching Resources

Al-Arnousi, Diao Awid, General Teaching Methods

- Ali, Hilal Mohammed, General Teaching Methods, 2020

## Course Descriptions

Course Name: Children's Literature and Stories .1	
304. Course Code: In-person	
305. Semester/Year: Third Semester – Second Stage 2025 _2026	
306. Date of Preparation of this Description: March 2026	
307. Available Attendance Forms: In-person	
308. Total Credit Hours and Units: 3 hours 3 units	
309. :Name of Course Coordinator	
Email	Name
<a href="mailto:Faten.hatem85@gmail.com">Faten.hatem85@gmail</a>	Dr. Faten Sabaa Khamaas
310. Course Objectives	
<ol style="list-style-type: none"> <li>1. <b>.Students will learn about children's literature in general</b></li> <li>2. <b>Students will learn: the origins of children's literature, its historical .background, and the authors of both Arab and Western literature</b></li> <li>3. <b>Understanding the forms of engaging stories and presenting them to .preschool children</b></li> <li>4. <b>Students will learn: the roles of preschool teachers in the social development of children, the development of various growth areas, and building children's confidence through children's literature in general and children's stories in .particular</b></li> <li>5. <b>Students will learn: the storytelling style and how to present stories to .children</b></li> </ol>	
311. Teaching and Learning Strategies	
<p><b>This is one of the important subjects for preschool children, as it effectively contributes to the development of thinking and intelligence, building the child's personality, enhancing language and imagination, developing moral values, and supporting psychological and emotional growth through storytelling and .introducing them to customs and traditions in an engaging visual style</b></p> <p><b>Lecture method – Discussion method – Problem-solving method – Inquiry method Role-playing method – Inductive method (from whole to part) – Insight method – – Brainstorming – Educational film presentations – Teamwork – Group and .individual exercises</b></p>	



### 312. Course Structure

Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Written Tests	Working within a single .team	The importance of childhood and the significance of kindergartens / general .objectives	Recognizing the role of the early years in shaping the child's personality and developing their cognitive, social, and emotional abilities as a foundation for .their future growth	3	1
Attendance and active participation during the .lecture	Group and individual .exercises	The importance of children's literature and stories and its .philosophy	Developing the child's imagination, language, and moral values, and enhancing their ability to think and understand themselves and .others	3	2
Activities and Training	Brainstorming	Children's Literature and Child Psychology	Understanding the psychological growth characteristics of the child and utilizing children's literature to enhance their imagination, language, and values, while aligning with their emotional and cognitive .needs	3	3
Homework	Presentation of Educational Films	The Early Beginnings of Children's Literature Among Arabs	Learn about the origins of children's literature in Arab heritage, its development, and the role of scholars and writers in shaping literature	3	4

			to align with children's .culture and societal values		
Exam Score	Open and Closed Questions	First Month Exam	-----	3	5
Open book tests	Collaborative learning	Pioneers of Arabic Literature	Identifying the key scholars who addressed literature in general and children's literature in particular	3	7
Presentation of working papers	Insight	The global development of children's literature	Understanding the development of literature globally among Western scholars and its relation to the development of children's culture	3	8
Homework	Dialogue and discussion	Second Month Exam	-----	3	9
Active participation	The presentation	A religious lecture at the Abbasid shrine about the death of Fatimah al-Zahra (peace be upon her)	Learning about the birth and life of Fatimah al-Zahra (peace be upon her) and her death, and the qualities we can emulate, along with the interpretation of Surah Al-Insan	3	10
Attendance and Active Participation	Problem-Solving Approach	The history of the development of children's literature in some Western .countries	Understanding the historical origins and the beginning of the establishment of .kindergartens	3	11

During the Lecture				
Attendance and Active Participation During the Lecture	Presentation, dialogue, and discussion	Children's Literature - Poetry	Identifying the types of children's literature and poetry	3 12
Open book tests	Collaborative learning	Thinking Skills	Identifying thinking skills and how to develop them through children's literature	3 13

Assessment				Grade Criteria
Formative		Summative		
Grade	Assessment Methods	Grade	Assessment Methods	
%5	Daily Exams	15	First month theoretical exam	- Excellent )90-100(
%1	Seminars	15	Second month's theoretical exam	- Very Good (80-less than 90)
%2	Reports	/	Semester Practical Assessment	- Good (70-less than 80)
%1	Participation	/	Final Practical Exam	- Average (60 - less than 70)
%1	Voluntary work	60	Final Theoretical Exam	- Acceptable (50 - less than 60)
%10				- Poor (less than 50)
		%90		Total grades )100%(

**Course (Children's Literature and Stories) prepared by Dr. Zainab Mohammed Al-Khafaji**

**Abdul Tawab Youssef (Children's Literature / A Study in Concept and Characteristics),  
.Arab Thought House, Cairo ,1991**

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<b>Name and Signature of the Instructor:</b> <b>:of the Department Head</b>	<b>Name and Signature</b>
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<b>Dr. Zainab Mohammed Al-Khafaji</b>
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<b>Dr. Faten Sabaa Khamas</b>
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<b>Course description .</b>
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<b>Course Name: Introduction to Kindergarten .1</b>
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<b>314. Course Code: In-person</b>
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<b>315. Chapter One, First Year – First Stage 2025 _2026</b>
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<b>316. Date of Preparation of this Description: March 2026</b>
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<b>317. Available Attendance Forms: In-person</b>
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<b>318. Total Credit Hours and Units: 3 hours 3 units</b>
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<b>319. :Name of Course Coordinator</b>
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<b>Email</b>
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<b>Name</b>
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<a href="mailto:Faten.hatem85@gmail.com">Faten.hatem85@gmail</a>
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<b>Dr. Faten Sabaa Khamaas</b>
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<b>320. Course Objectives</b>
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|---|
| <b>1. This course aims to introduce students to the foundations and concepts of kindergarten as the first educational stage in formal education</b>   |
| <b>2. to focus on the importance of early childhood in building the child's personality and developing their physical, mental, psychological, and social aspects</b>  |
| <b>3. The course addresses the origin and development of kindergartens, their educational goals, philosophy, characteristics of kindergarten children, and the role of kindergartens in socialization, in addition to</b> |

**understanding the educational environment in kindergartens and its components, as well as the role and professional and ethical skills of kindergarten teachers**

**4. It also highlights the interactive relationship between kindergartens, families, and the community**

**5. The importance of educational activities and play in achieving the holistic development of the child, while preparing students to understand the requirements of working in kindergarten institutions**

321. Teaching and Learning Strategies

**Lecture method – Discussion method – Problem-solving method – Interrogation method – Role-playing method – Inductive method (from the whole to the part) – Insight method – Brainstorming – Presentation of educational films – Working within a team – Group and individual training – Presenting simplified plays for students**

**322. Course Structure**

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit or Topic Name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
Written Tests	Working within a .single team	An introduction to .kindergartens	The nature of kindergartens, when they originated, and the importance of the .childhood stage	3	1
-----	-----	.Official holiday	-----	3	2
Homework	Presentation of Educational Films	Types of curricula in kindergartens (the old curriculum and the modern curriculum)	Identifying common types of theaters and how to present them	3	3
Oral tests	Open and Closed Questions	Characteristics of childhood in the kindergarten stage	Characteristics of childhood and what distinguishes each stage	3	4
			First Month Exam	3	5
Healthy responses through feedback	Brainstorming	The philosophy of kindergartens, the importance of general educational goals	Understanding the philosophy of kindergartens and how to apply the goals of kindergartens	3	6
-----	-----	Second month exam	Second Month Exam	3	7



<b>Active participation</b>	<b>The presentation</b>	<b>Froebel</b>	<b>Recognizing Froebel and the most important methods of education and teaching he follows</b>	<b>3</b>	<b>10</b>
		<b>Kindergarten system in some Arab and foreign countries</b>		<b>3</b>	<b>11</b>
<b>Attendance and Active Participation During the Lecture</b>	<b>Presenting theatrical performances by students in the classroom</b>	<b>Kindergarten system in Egypt</b>	<b>Recognizing the most important kindergarten systems</b>		
		<b>Kindergarten system in Saudi Arabia</b>			
		<b>Kindergarten system in Lebanon</b>			
		<b>Kindergarten system in the United States</b>			
		<b>Kindergarten system in Japan</b>			
<b>Attendance and Active Participation During the Lecture</b>	<b>Presentation, dialogue, and discussion</b>	<b>Characteristics of childhood in the kindergarten stage</b>	<b>Understanding the characteristics of childhood and how to address them in kindergartens</b>	<b>3</b>	<b>12</b>

**Assessment**

**Formative**                      **Summative**

**Grade Criteria**



**Course description .**

Course Name: Children's Theater .1

324. Course Code: In-person

325. Semester/Year: Fifth Semester – Third Stage 2025-2026

326. Date of Preparation of this Description: March 2026

327. Available Attendance Forms: In-person

328. Total Credit Hours and Units: 3 hours 3 units

329. :Name of Course Coordinator

Email

Name

[Faten.hatem85@gmail](mailto:Faten.hatem85@gmail)

Dr. Faten Sabaa Khamaas

330. Course Objectives

- |  |
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|  |
| <b>1. Students will learn about the importance of children's theater</b>   |
| <b>2. Students will learn about the types of children's theaters, their .origins, and how to prepare them</b>  |
| <b>3. Students will learn about the roles of the kindergarten teacher in the child's social development and the educational methods .that help in the child's growth in all aspects and fields</b> |
| <b>4. The students learn about the theatrical style and the way to .present plays for children</b>   |
| <b>5. Clarifying the concept of children's theater and its educational .and psychological importance</b>   |
| <b>6. Differentiating between types of children's theater and the .characteristics of each type</b>  |
| <b>7. Analyzing theatrical texts directed at children in accordance .with age stages</b>   |
| <b>8. Utilizing elements of theatrical performance in educational .and teaching activities</b>   |
| <b>9. Preparing and implementing simplified theatrical activities .that serve educational goals in kindergartens and schools</b>   |
| <b>10. Developing creativity, expression, and teamwork skills .through theater</b>   |

**Lecture method – Discussion method – Problem-solving method – Interrogation method – Role-playing method – Inductive method (from the whole to the part) – Insight method – Brainstorming – Presentation of educational films – Working within a .team – Group and individual training – Presenting simplified plays for students**